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ABSTRACT

Eight home economics curriculum areas are presented in this guide, with each area consisting of one or more instructional units as follows: (1) Orientation (orientation to Future Homemakers of America--FHA, FHA in action, parliamentary procedure); (2) Career Exploration (home economics related occupations, locating a job, job success); (3) Child Development (child care worker, child care activities); (4) Clothing and Textiles (pattern and fabric selection, small sewing equipment, sewing machine, basic sewing techniques, clothing care); (5) Consumer Education; (6) Food and Nutrition; (7) Housing and Home Furnishings; and (8) Personal Relationships (family relations, peer relations). Each instructional unit includes behavioral objectives, suggested activities for teacher and students, information sheets (providing content essential for meeting the cognitive objectives of the unit), assignment sheets, visual aids, tests, and test answers. (SH)

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HOME ECONOMICS I

Basic Core

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1972

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FOREWORD

We believe that the single most effective way to improve vocational education is through the development and utilization of improved instructional materials. This package of instructional materials is designed to provide a basic core of instruction in vocational home economics in Oklahoma. We feel that *Home Economics I: Basic Core* will expedite program uniformity, set minimum program standards, and provide a means for a higher level of student and teacher accountability in our state.

The contents of *Home Economics I: Basic Core* serve as the foundation for the scope and sequence of the total vocational home economics program. This comprehensive study is intended to generate basic knowledges and skills in child development, clothing and textiles, consumer education, food and nutrition, housing and home furnishings, and personal relationships. Attention is also focused toward assisting students in career study and participation in the vocational home economics youth organization, Future Homemakers of America.

It is believed that this resource will afford each home economics teacher an opportunity to provide a stronger program through its use. As teachers implement these materials in the classroom, the students will be better prepared to assume their roles in the occupation of homemaking. It is our belief that the total vocational home economics program will benefit through the use of *Home Economics I: Basic Core*.

Francis T. Tuttle, State Director
State Department of Vocational and
Technical Education

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PREFACE

Homemaker . . . the occupation of *homemaking* . . . what is our obligation as home economics educators? Is it not to create awareness and accountability of those services provided by homemakers within the occupation of homemaking as commodities of worth and value contributing to the Gross National Product and operating within our society?

Vocational home economics, much more than cooking and sewing, is a multifaceted study. What, then, should be taught in Home Economics I to prepare students for their occupations as homemakers? Alvin Toffler uses the term "overchoice" to mean "there is so much that could be taught that it is almost impossible to decide what should be taught." Tremendous efforts and numerous hours have been spent by the Home Economics I curriculum committee to make *Home Economics I: Basic Core* a timely and expedient resource to alert direction and give assistance to teachers and students in their training for the occupation of homemaking. This same device can also provide accountability and visability for vocational home economics.

The revision of *Home Economics I: Basic Core* was undertaken in order to update technical content, provide more hands-on activities, and eliminate sex-role stereotyping. Indeed, the single greatest challenge for vocational home economics education is to provide appropriate training for male and female students that will adequately prepare them for their futures. A venture of this caliber certainly requires the development of instructional materials that will facilitate the teaching-learning process.

Home Economics I: Basic Core is a storehouse of home economics facts and information designed to build basic skills and, yet, remain open to innovation and new resources. This instructional tool should enable students to move from the basic core curriculum into the "real" world outside the classroom . . . to gather facts . . . to make decisions . . . to take significant actions . . . to evaluate those actions. *Home Economics I. Basic Core* cannot exist in a vacuum nor will this instructional instrument be the students' only or last experience with home economics. To paraphrase Winston Churchill, we see *Home Economics I: Basic Core* not as the beginning of the end, but as the end of the beginning.

Joyce Sawatzky
Home Economics Curriculum Specialist

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USE OF THIS PUBLICATION

Instructional Units

Home Economics I includes eight areas. Each area consists of one or more units of instruction. Each instructional unit includes behavioral objectives, suggested activities for teacher, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to the tests. Units are planned for more than one lesson or class period of instruction.

Careful study of each instructional unit by the teacher will help him/her determine:

A. The amount of material that can be covered in each class period
B. The skills which must be demonstrated
    1. Supplies needed
    2. Equipment needed
    3. Amount of practice needed
    4. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people who must be contacted

Objectives

Each unit of instruction is based on behavioral objectives. These objectives state the goals of the course, thus providing a sense of direction and accomplishment for the student.

Behavioral objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives, stating the student performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important for the teacher and students to have a common understanding of the intent of the objectives. A limited number of performance terms have been used in the objectives for this curriculum to assist in promoting the effectiveness of the communication among all individuals using the materials.

Following is a list of performance terms and their synonyms which may have been used in this material:

Name
Label
List in writing
List orally
Letter
Record
Repeat
Give

Identify
Select
Mark
Point out
Pick out
Choose
Locate

Describe
Define
Discuss in writing
Discuss orally
Interpret
Tell how
Tell what
Explain

Order
Arrange
Sequence
List in order
Classify
Divide
Isolate
Sort

Distinguish
Discriminate

Construct
Draw
Make
Build
Design
Formulate
Reproduce
Transcribe
Reduce
Increase
Figure

Demonstrate
Show your work
Show procedure
Perform an experiment
Perform the steps
Operate
Remove
Replace
Turn off/on
(Dis) assemble
(Dis) connect

Reading of the objectives by the student should be followed by a class discussion to answer any questions concerning performance requirements for each instructional unit.

Teachers should feel free to add objectives which will fit the material to the needs of the students and community. When a teacher adds objectives, he/she should remember to supply the needed information, assignment and/or job sheets, and criterion tests.

Suggested Activities

Each unit of instruction has a suggested activities sheet outlining steps to follow in accomplishing specific objectives. Duties of the instructor will vary according to the particular unit. However, for best use of the material they should include the following: provide students with objective sheet, information sheet, assignment sheets, and job sheets; preview filmstrips, make transparencies, and arrange for resource materials and people; discuss unit and specific objectives and information sheet; give test. Teachers are encouraged to use any additional instructional activities and teaching methods to aid students in accomplishing the objectives.

Information Sheet

The information sheet provides content essential for meeting the cognitive (knowledge) objectives of the unit. The teacher will find that the information sheet serves as an excellent guide for presenting the background knowledge necessary to develop the skills specified in the unit objective.

Students should read the information sheet before the information is discussed in class. Students may take additional notes on the information sheet.

Job Sheets

Job sheets are an important segment of each unit. The instructor should be able to and in most situations should demonstrate the skills outlined in the job sheets. Procedures outlined in the job sheets give direction to the skill being taught and allow both student and teacher to check student progress toward the accomplishment of the skill. Job sheets provide a ready outline for a student to follow if he/she has missed a demonstration. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this training.

Assignment Sheets

Assignment sheets give direction to study and furnish practice for paper and pencil activities to develop the knowledges which are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided which may be used by the student and/or teacher for checking student progress.

Test and Evaluation

Paper-pencil and performance tests have been constructed to measure student achievement of each objective listed in the unit of instruction. Individual test items may be pulled out and used as a short test to determine student achievement of a particular objective. This kind of testing may be used as a daily quiz and will help the teacher spot difficulties being encountered by students in their efforts to accomplish the unit objective. Test items for objectives added by the teacher should be constructed and added to the test.

Test Answers

Test answers are provided for each unit. These may be used by the teacher and/or student for checking student achievement of the objectives.

ORIENTATION TO FUTURE HOMEMAKERS OF AMERICA
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to relate factual data about the Future Homemakers of America organization and participate in local, state, and national activities. This knowledge will be evidenced by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define *Future Homemakers of America.*
2. Distinguish between types of FHA chapters.
3. State the goal of FHA.
4. Match the parts of the FHA emblem to the correct symbolic meanings.
5. State the FHA motto.
6. Name the parts of the organizational structure of FHA.
7. Match FHA data to the correct descriptions/definitions.
8. Select from a list types of national officers.
9. Discuss election of national officers.
10. Discuss how state delegation is determined for national meetings.
11. Arrange in order steps for state affiliation.
12. Arrange in order steps for becoming a state officer.
13. Recite the FHA creed.
14. Participate during opening and closing FHA ceremonies.
15. Participate in FHA emblem ceremony.
16. Sing "Future Homemakers of America" song.
17. Complete state officer nomination blank.
18. Trace the local, state, and national growth of FHA.

ORIENTATION TO FUTURE HOMEMAKERS OF AMERICA
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for the instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Discuss unit and specific objectives.

D. Discuss information and assignment sheets.

E. Create ways to make FHA statistics and data "come alive" and hold meaning for students.

F. Arrange a "contest" or give awards to students for accomplisnments of objectives.

G. Use specific objectives as part of initiation process.

H. Show students how to wear FHA and HERO pins. FHA and HERO pins are to be worn "OVER YOUR HEART." The guards should be worn to the LEFT of the pin and on a level with the lower edge of the pin. Do not wear guard on right side of pin, two FHA pins with different guards, pin on collar, or FHA pin with pins of other organizations.

I. Use *Teen Times* to help carry out membership campaigns.

Examples: Hang it up with scissors, glue, thread, dowels, and a bit of imagination; convert *Teen Times* into an eye-catching inexpensive membership mobile; hang it in a prominent place in school

Make blow-up posters of *Teen Times* covers or other artwork to use for bulletin board displays and FHA/HERO week exhibit

Give *Teen Times* gift subscriptions to school administrators, employers, and government officials; community support can be a big boost to your membership campaign

Use *Teen Times* to design invitations, decorations, hand-outs, and name tags for a membership party that will be both fun and educational

Set up *Teen Times* corner in the home economics classroom or library; keep on hand current and back issues highlighting articles that you think are particularly interesting; decorate the area with posters, mobiles, and collages made from *Teen Times*; it's a great attention-getter for your chapter

J. Personalize and localize information sheets in the blanks provided.

Examples: Have FHA secretary write state office to obtain information relating to date of local chapter's affiliation with state organization

Use current information in packet from Oklahoma Vocational Conference to help students complete assignment sheets

K. Stress to students that opportunities for leadership roles are enhanced when goals are set to help students complete assignment sheets.

Example: A state or national officer is an ACTIVE FHA or HERO member from an ACTIVE LOCAL CHAPTER involved in community service and state and national projects

L. Use unit for leadership training, criteria for standards, and handbooks in preparation for local, state, subdistrict, and national meetings.

M. Give test.

(NOTE: Remember to provide the necessary information on objective seven of the test.)

N. Reteach if necessary.

II. Unit references:

A. Stahl, Linda D. *Up, Up and Away with FHA.* Pittsburgh, PA: Allegheny Intermediate Unit, 1975.

B. Ronning, Diane C. *The Classroom Comes Alive.* Washington, D.C.: Future Homemakers of America.

ORIENTATION TO FUTURE HOMEMAKERS OF AMERICA
UNIT I

INFORMATION SHEET

I. Future Homemakers of America--Vocational education youth organization for students in home economics and related occupations courses

(NOTE: Future Homemakers of America is commonly abbreviated and called FHA. Be sure to avoid placing periods between each letter in the abbreviation.)

II. Types of FHA chapters

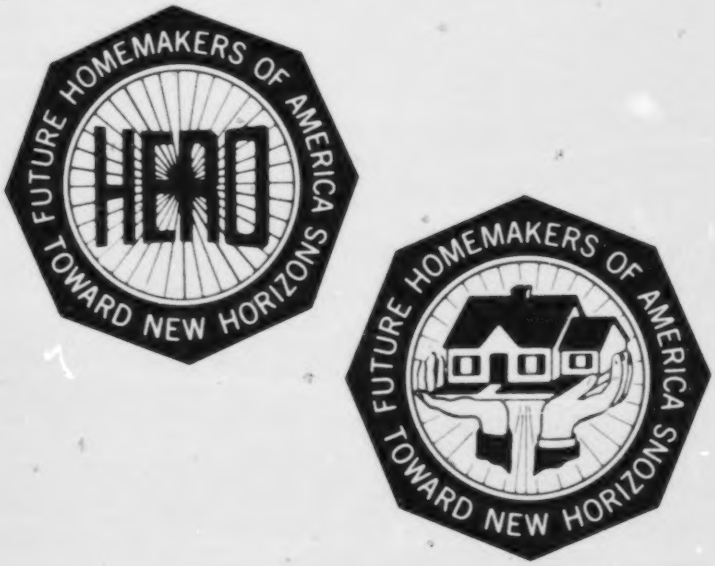
(NOTE: Future Homemakers of America is the parent organization for two types of chapters.)

A. Future Homemakers of America--Places major emphasis on consumer education, homemaking, and family life education combined with exploration of jobs and careers

B. Home Economics Related Occupations--Designed for students who are training for specific occupations in home economics related subjects

III. Goal of FHA--"To help youth assume their roles in society, through home economics education in the areas of personal growth, family life, vocational preparation, and community involvement"

IV. FHA emblem (Assignment Sheet #3)



INFORMATION SHEET

A. Eight-sided emblem--Symbolizes the purposes of the organization

B. House--Represents a home where there is love, security, and faith

C. Right hand--Represents husband, father, or brother

D. Left hand--Represents wife, mother, or sister

E. Both hands--Represent that future homes of America are in the hands of youth and that both hands working together foster and support strong homes today and provide firm foundation for homes tomorrow

F. Rays extending to and from house--Suggest the influence of home on community and community on the home

V. FHA motto--"Toward New Horizons"

VI. FHA organizational structure (Assignment Sheet #6)

A. National

B. State

(NOTE: There are ____________ subdistricts in Oklahoma. In each subdistrict a vocational home economics teacher serves in the role as FHA counselor. Also, each subdistrict has one leadership meeting of which attendance in each subdistrict is affected by ________________________.

C. Local

(NOTE: Chapter experiences that help members work toward self-understanding and the understanding of others contribute to individual growth.)

VII. FHA data (Assignment Sheet #6)

A. Sponsors

1. American Home Economics Association

2. U.S. Office of Education

3. State Department of Vocational-Technical Education

B. Advisers

1. National director--Mildred Reel

2. State adviser--Edna Crow

INFORMATION SHEET

3. Local adviser-- ______________________________

4. District supervisor-- ______________________________

5. FHA subdistrict counselor-- ______________________________

C. Publications

1. *Program Action Impact*--Kit that provides procedure for planning projects based on members' interests and concerns and home economics curriculum

2. *HERO Pak Impact*--Package that includes techniques for using *Impact* in Home Economics Related Occupations class/chapter projects

3. *Encounter: Personal Growth Through Future Homemakers of America*--Publication to help each member plan personal growth experiences; strong emphasis on uniqueness and worth of each individual

4. *Teen Times*--Official national magazine for FHA and HERO members; features "how to" articles to help chapters plan projects, a career section, and leadership techniques; published four times per year

   (NOTE: Chapter receives one copy of the magazine for every five affiliated members.)

5. *FHA Newsletter*--State publication that keeps local chapters abreast of organizational activities in Oklahoma

D. Birthdates

1. National organization--June 11, 1945

2. State organization--February 4, 1946

   (NOTE: The first youth organization for vocational home economics, Future Homemakers of Oklahoma, was created in 1937. FHO was jointly sponsored by the Oklahoma Home Economics Association and State Department of Home Economics Education until their affiliation with Future Homemakers of America in 1945.)

3. Local organization-- ______________________________

E. Headquarters' locations

1. National--2010 Massachusetts Avenue N.W., Washington, D.C. 20036

2. State--4024 North Lincoln Blvd., Oklahoma City, OK 73105

INFORMATION SHEET

F. FHA flower--Red rose

(NOTE: The red rose represents the search of Future Homemakers of America for beauty in everyday living.)

G. FHA colors--Red and white

(NOTE: Red, an intense color, suggests strength while white is recognized as the symbol of sincerity.)

VIII. Types of national officers

A. President

B. Vice-President

C. Secretary

D. Treasurer

E. National officers (eight)

IX. Election of national officers

A. Nominated by state association

B. Interviewed and elected by voting delegates at national convention

X. Determining state delegation for national meetings

A. Total number of delegates is determined by state membership statistics

(NOTE: With increased state membership, the number of voting delegates is also increased. State officers and the national candidate are automatically included in the delegation quota.)

B. Remaining number of quota is divided among districts and determined by the postmark on individual applications

XI. Steps for state affiliation

A. Local members pay dues

Example: $__________National office

$__________State organization

$__________Local chapter

B. State association affiliation form is compiled by local chapter secretary, signed by adviser, and mailed to state office with state and national dues

INFORMATION SHEET

C. Membership list is mailed to national headquarters by state adviser

D. Membership benefits begin

Examples: Receive membership card, chapter receives one copy of *Teen Times* for every five members, and members can purchase official emblematic materials

XII. Steps for becoming a state officer

A. Individual qualifies as an active member of local chapter

B. Application is completed and mailed to state office (Assignment Sheet #5)

C. Total number of applications are reviewed by nominating committee

(NOTE: Nomination committee is composed of state officers.)

Examples:
90 applications received
20 candidates selected to appear on ballot
10 state officers to be elected

D. Ballots are mailed to each chapter

(NOTE: The number of chapter votes is determined by chapter membership. There is one vote per 25 local chapter members plus one "at-large" vote.)

Examples:
Local chapter with 49 members has two votes
Local chapter with 50 members has three votes

E. Candidates are notified by mail of voting results

F. Newly elected state officers are installed at state convention

XIII. FHA creed (Assignment Sheets #1 and #2)

We are the Future Homemakers of America.
We face the future with warm courage
And high hope.

For we have the clear consciousness of seeking
Old and precious values.
For we are the builders of homes,
Homes for America's future,
Homes where living will be the expression of everything
That is good and fair,
Homes where truth and love and security and faith
Will be realities, not dreams.

We are the Future Homemakers of America.
We face the future with warm courage
And high hope.

ORIENTATION TO FUTURE HOMEMAKERS OF AMERICA
UNIT I

ASSIGNMENT SHEET #1--RECITE THE FHA CREED

In order to actively participate in local, subdistrict, state, and national FHA activities it is necessary to be able to recite from memory the FHA creed. Practice alone and with friends until you can repeat the creed to your adviser or a designated FHA officer.

ORIENTATION TO FUTURE HOMEMAKERS OF AMERICA
UNIT I

ASSIGNMENT SHEET #2--PARTICIPATE DURING OPENING AND CLOSING FHA CEREMONIES

Every regular local chapter meeting plus each subdistrict, state, and national FHA meeting will begin and end with formal ceremonies. In order to be actively involved during these ceremonies, memorize the parts that pertain to you.

OPENING CEREMONY

President: We are the Future Homemakers of America. Our objective is to help individuals improve personal, family, and community living.

Officers in unison: Our activities focus on individual growth, preparation for family life, development of occupational skills and careers, and participation of youth in today's society.

Members in unison: As we work toward the accomplishment of our goals, we learn cooperation, take responsibility, develop leadership, and give service.

President: The meeting of the ______________ Association of Future Homemakers of America is now in session. You may be seated.

During the formal closing ceremony FHA members recite the creed that was memorized and repeated for Assignment Sheet #1.

President: Future Homemakers of America, we are challenged to accept the responsibility of making today's decisions that affect our lives and the world in which we live. Let us repeat our creed.

Members and officers in unison: Repeat creed.

President: The ______________ meeting of the ______________ Association of Future Homemakers of America is now adjourned.

ORIENTATION TO FUTURE HOMEMAKERS OF AMERICA
UNIT I

ASSIGNMENT SHEET #3--PARTICIPATE IN FHA EMBLEM CEREMONY

The emblem ceremony is a beautiful tribute that may be used for special occasions as desired in order to focus attention on the FHA emblem. It is especially effective when the parts of the emblem are assembled by the speakers. Plan to be a part of this ceremony in order to rethink and become more aware of the symbolism of the FHA emblem.

First Speaker:

The emblem of our organization is composed of several parts. Each helps to reflect the purposes of our organization. (Steps to right side of the easel.)

Second Speaker:

(Steps forward with name, top border of emblem.)
The name of our organization, Future Homemakers of America, appears around the top of the octagonal plane, forming the upper part of the border of thy emblem. (Places name.) Every individual contributes to the home in which he lives, thus identifying himself as a homemaker. Although we are really homemakers today, we depend in great measure upon our parents and elders. Greater responsibility will be ours soon. Therefore, it is suitable that our organization be known as Future Homemakers of America. The name of the emblem reminds us of our privileges as Future Homemakers of America and of our responsibilities to our homes now and in the future. (Moves to the right of the first speaker.)

Third Speaker:

(Steps forward with motto -- lower half of emblem.)
We have as our motto, "Toward New Horizons." It expresses FHA's overall objective -- to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation, and community involvement. Like our name, this motto has a special place on the emblem. It completes the border. (Places the motto, steps to the right of the second speaker.)

Fourth Speaker:

(Steps forward with home.)
In the center of the emblem is a home. (Places the home in its position and continues to speak.) Within this home are truth, love, security, and faith -- the materials that make for a firm foundation of homes everywhere. (Takes a place to the left of the easel.)

Fifth Speaker:

(Steps forward with hands.)
This home, supported by two hands, suggests that the future homes of America are in the hands of its youth. (Puts the hands in place, completing the emblem, then continues to speak.) You will notice that these hands in our emblem are unlike. The hand on the right represents the husband or father or brother in the home. The hand on the left is that of the wife, mother, or sister. Both hands work together to foster and support and provide a firm foundation for homes tomorrow. (Takes a place to the left of the fourth speaker.)

Sixth Speaker:

(Steps forward with the radiating lines.)
The rays extending from the home outward into the community and world remind us that the moral, spiritual, intellectual, cultural, and physical development of the family is far reaching. The lines toward the home indicate that outside factors influence the stability of the family life within the home. Therefore, each family member must learn to think and act intelligently and to work cooperatively in order that these influences may be constructively used to build a better world at home and abroad. (Speaker places the circle of lines and takes a place to the left of the fifth speaker.)

Seventh Speaker:

(Steps forward to emblem.)
The colors of our organization are red and white. Red suggests strength. White is recognized as the symbol of sincerity. (Uses hand to point to red and white colors of the emblem.) May these colors inspire us with the courage and determination to succeed. (Takes a place to the right of the third speaker.)

Eighth Speaker:

(Steps forward with roses.)
Another symbol of our organization is the red rose. The rose, due to its beauty, has always been a favorite flower. (Places rose on the board and continues.) This flower gives joy through its beauty and fragrance and symbolizes our search for beauty in everyday living. (Takes a place to the left of the sixth speaker.)

First Speaker:

(Steps forward and closes the ceremony.)
We have heard the significant meaning of all parts of the emblem. Through our national, state, and local organizations we shall work to promote greater understanding between youth and adults for a better nation and world.

ORIENTATION TO FUTURE HOMEMAKERS OF AMERICA
UNIT I

ASSIGNMENT SHEET #4--SING "FUTURE HOMEMAKERS OF AMERICA" SONG

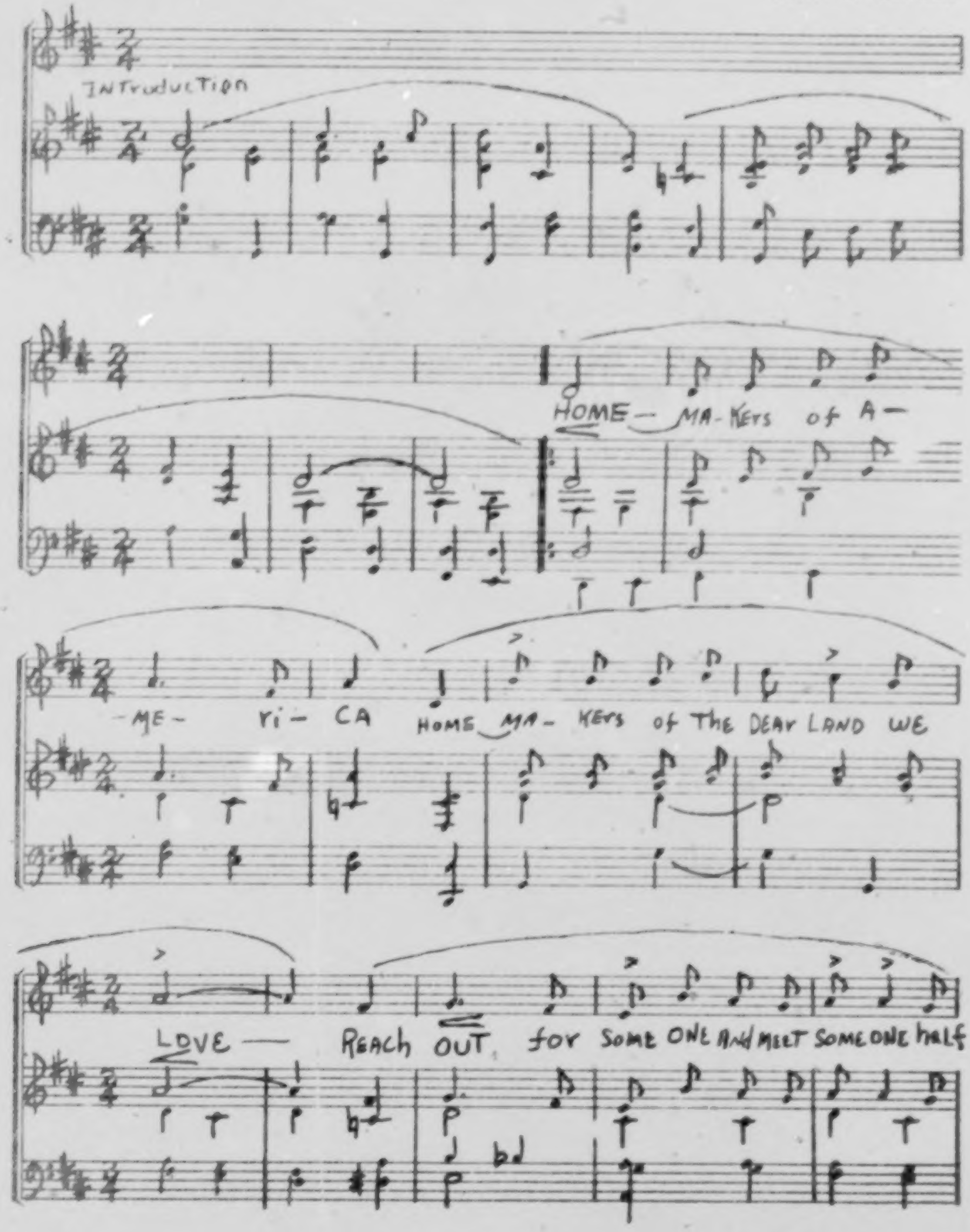
Use the words and music provided on the following pages to learn the official FHA song to sing at local, state, and national events.

Future Homemakers of America

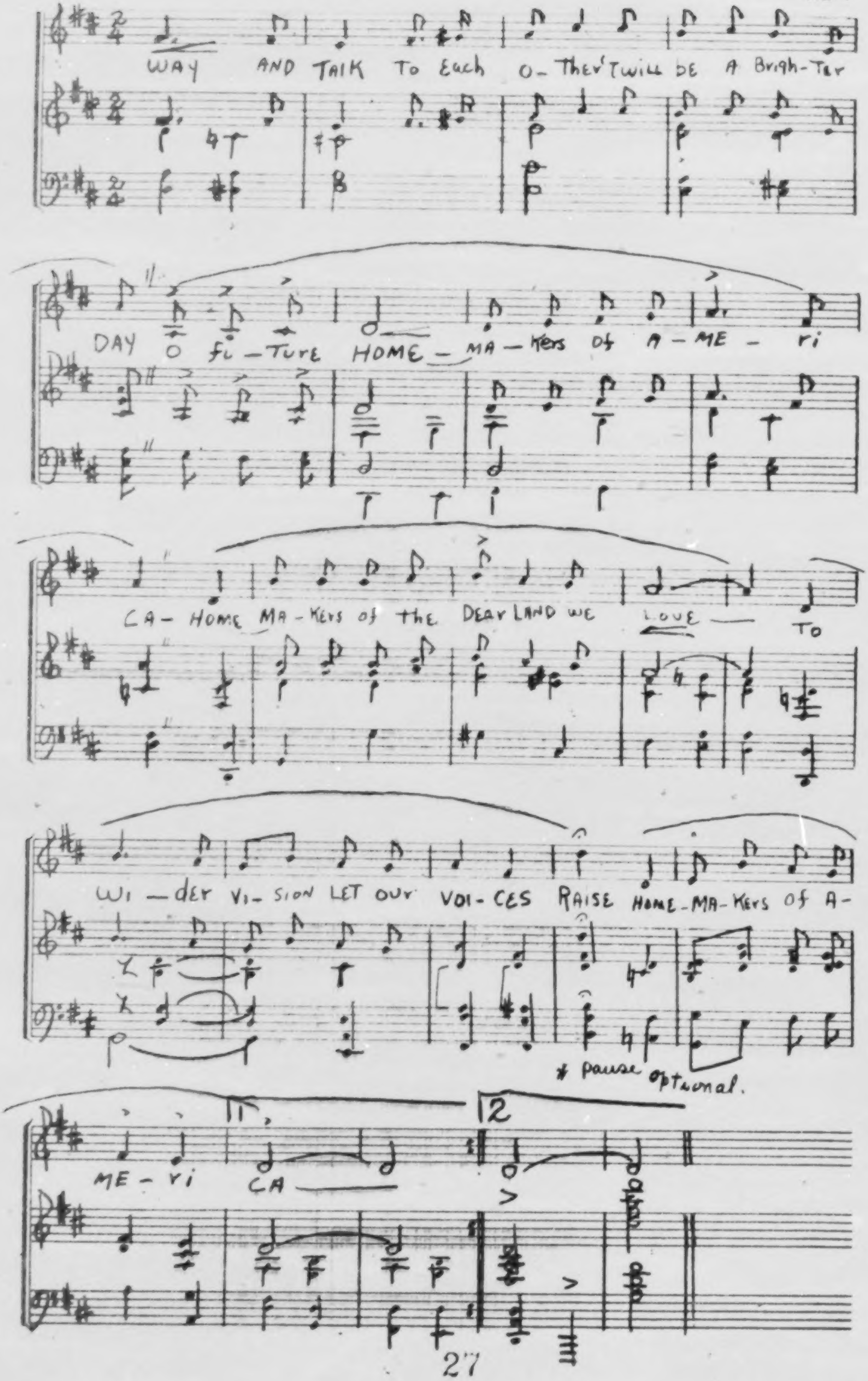
(Dedicated to Miss Mildred Reel)

March Tempo (moderately)
With Dignity

Words and Music
by
JOHN L. MOTLEY


INTroducTion
HOME— MA-KErs of A—
-ME- ri- CA HOME MA- KErs of THE DEAr LAND WE
LOVE — REACh OUT for SOME ONE AND MEET SOME ONE half

Copyright 1970 by Future Homemakers of America, Washington, D. C.


WAY AND TALK TO Each O-Ther 'Twill BE A Brigh-Ter
DAY O fu-TURE HOME-MA-Kers of A-ME-ri
CA- HOME MA-Kers of the DEAR LAND WE LOVE TO
WI-der VI-SION LET OUR VOI-CES RAISE HOME-MA-Kers of A-
ME-ri CA
1.
2
* pause optional.

ORIENTATION TO FUTURE HOMEMAKERS OF AMERICA
UNIT I

ASSIGNMENT SHEET #5--COMPLETE STATE OFFICER NOMINATION BLANK

Use the following information to complete a sample FHA nomination blank for state officer. This blank or a similar one is used each year in order to file for state officer. READ ALL RULES in order to complete the nomination blank properly!!

HE I - 23-A

FHA/HERO 1976-77

NOMINATION BLANK

For

STATE OFFICER

OKLAHOMA ASSOCIATION, FUTURE HOMEMAKERS OF AMERICA

FHA/HERO CHAPTERS

(To be returned with information on pages 2, 3, and 4)

Return this sheet and Nomination Form to:
Oklahoma Association, Future Homemakers of America, 4024 Lincoln Blvd.,
Oklahoma City, Oklahoma 73105 (RETURN ONLY IF YOU HAVE A NOMINEE!!!)

ATTENTION: FHA/HERO CHAPTER ADVISERS AND MEMBERS !!!!!

The envelope in which this nomination blank is mailed to the FHA/HERO State Adviser must be postmarked on or before Thursday, January 14, 1977. Some post offices change the date mark by 5 or 6 p.m. for the following day. Better check to be sure your envelope will have the correct date mark !! (NO LATER THAN JANUARY 14, 1977!)

Please note that you are to use only the space provided on the 2 enclosed forms. In addition, 3 letters of recommendation ARE REQUIRED. The number of contributions of the nominee which are to be submitted with her nomination is limited to seven lines. It will be important for the nominee, her adviser, and the local chapter members to decide which contributions to FHA or HERO are most significant to qualify her as a nominee.

Chapters should send in the name of only ONE NOMINEE. If a chapter has more than one person desiring to run for office, the chapter should decide WHICH NAME TO SUBMIT. Send in ONE NAME ONLY for consideration for a state FHA office. Please observe this request if you want your nominee to be considered. Chapters who have a state officer for the year 1976-77 may not send in the name of a nominee this year for a State Office (10 chapters). If a state officer is a junior, she may submit her name to be considered as a candidate for a national office. All nomination forms should be typed. They will be disqualified if handwritten.

* * * POINTS TO CONSIDER WHEN SELECTING A NOMINEE FOR A STATE FHA/HERO OFFICE * * * * *
(PLEASE READ CAREFULLY)

1. The nominee shall be affiliated with the State and National FHA/HERO Organizations.
2. The nominee shall be enrolled in Home Economics or Occupational Home Economics at the time of nomination.
3. The nominee shall be regularly enrolled and attending a Home Economics class at the time it is scheduled for that level, while serving as a state officer, or should resign office.
4. The nominee for office shall be a junior or below in high school when nominated.
5. The nominee shall have had experience in serving as an officer in a local chapter of FHA.
6. The nominee shall be one who can attend three or four state executive committee meetings, State Leadership Training Meeting, National FHA Meeting, as well as the Subdistrict Meetings. (Approval to attend these meetings should be cleared with local school adminstrators before filing for office.)
7. It is desirable that the nominee have the following qualifications and abilities:
    - Understands and knows FHA purposes, creed, and local projects.
    - Is definitely interested in FHA/HERO and willing to give FHA/HERO precedence over meetings and activities of other organizations.
8. The nominee shall agree to be a responsible representative of Oklahoma's Future Homemakers of America in whom our association can be proud and can place our trust.

(OVER)

9. Remember to have signatures of the chapter president or vice-president, adviser, and nominee!!!
10. If a chapter submits two names, both names will automatically be disqualified!!!!

Please read and fill in below, and return to us with pages 3 and 4 if you have a nominee.

* *

PLEASE NOTICE !!!!

The State Nominating Committee will select two nominees for each of the ten state officers. Qualifications of nominees will determine the office for which they may be selected.

* *

VERY VERY IMPORTANT

Please, in the space below, describe briefly, activities, programs and projects which give evidence that your chapter has been, in 1976-77, an active, functional FHA/HERO chapter in carrying out the overall goal of Future Homemakers of America.

NOTE!!!!! NOTE!!!!! ______________________________ CHAPTER TOWN

(The above must be filled in, in order for your nominee to be considered for a state office.)

Please return both sheets, the two pictures, and the three recommendations to:

OKLAHOMA ASSOCIATION
FUTURE HOMEMAKERS OF AMERICA
4024 LINCOLN BOULEVARD
OKLA. CITY, OKLA. 73105

RETURN ENVELOPE MUST BE POSTMARKED BY JANUARY 14, 1977

Send two BLACK & WHITE pictures of the nominee in a sealed envelope. DON'T CUT OR STAPLE YOUR PICTURE!!!!!

One should be glossy print of HEAD AND SHOULDERS, (approximately 1½" x 2¼"), and the other one a full-length SNAP SHOT, (not to exceed 3" x 4"). No picture in color can be used. These pictures must be enclosed with the nomination forms.

STATE OFFICER - NOMINATION BLANK
OKLAHOMA ASSOCIATION
FUTURE HOMEMAKERS OF AMERICA

Name of Nominee ______________________

Is a member of ______________ Chapter ________ Town
(School Name)

Home Mailing Address:

Box or Street ______________ Town __________
Zip __________

Home Telephone Number ______________ Area Code ____

Month __________, Day _____, Year ________, of birth.

Father's Name ______________ Mother's Name ______________

Father's Occupation ______________ Mother's Occupation ______________

Others in family: Sisters __________ Brothers __________

SCHOLASTIC RATING: CHECK A(____) B(____) C(____)

SCHOOL CLASSIFICATION 1976-77: CHECK Jr.(____) Soph.(____) Fresh.(____)

CHECK HOME ECONOMICS (CONSUMER & HOMEMAKING or OCCUPATIONAL) CLASS IN WHICH YOU ARE PRESENTLY ENROLLED: I ___; II ___; III ___; IV ___; FL ___; CVE ___; OT ___

AN FHA MEMBER: (check) in 1976-77 ___; 1975-76 ___; 1974-75 ___.

State Rallies attended as an FHA Member: 1976 ___; 1975 ___.

Check year it is possible to first join FHA in your school: 9th ___; 10th ___

Local FHA/HERO offices you have held:		Local FHA/HERO committees on which you have served other than as an officer chairman:	
YEAR	NAME OF OFFICE	YEAR	NAME OF COMMITTEE
1976-77		1976-77	
1975-76		1975-76	
1974-75		1974-75	

SEVEN MOST IMPORTANT CONTRIBUTIONS TO FHA/HERO
(local, district, state, national)

These seven contributions SHOULD NOT include holding an office or serving as chairman of a committee. ATTENDING A MEETING IS NOT CONSIDERED A CONTRIBUTION, but the RESPONSIBILITY at the meeting may be listed!! Limit statements to one line each. No more than seven lines will be used. PLEASE DO NOT DESCRIBE DUTIES OF OFFICE.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________

(continued on page 4 - please fill in)

1976-77 Nominee

NOMINEE'S FOUR MOST IMPORTANT CONTRIBUTIONS TO HOME AND FAMILY LIFE
(Limit Statements to One Line Each. No More than Four will be used.)

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Write below, on this page, in 25 WORDS OR LESS, a paragraph on "What FHA/HERO Means to Me."

If elected to a State Office, I will:

- Be enrolled in a regularly scheduled Home Economics or Occupational class during my term of office.
- Attend all State Executive Committee Meetings.
- Attend the 1976-77 State Rallies.
- Accept adult guidance at any time when representing the Oklahoma Association FHA/HERO Organization.
- Affiliate with the State and National Associations of Future Homemakers of America.
- Try to attend the 1977 National Meeting, July 11-14, 1977, Seattle, Washington.
- Assist and share ideas with local, neighboring and subdistrict FHA/HERO groups.
- Be willing to resign from my office if I am unable to assume my responsibilities.
- Resign from my office if I move from the State.
- Resign from my office if I am a District Vice-President and move from my district.

Nominee's Signature ______________________
(Please sign)

Enclose statements or letters of recommendation from three people: One each from: a local school administrator, an adult in the community, and the chapter adviser. These statements should include information in relation to the nominee's work in FHA/HERO. These should also be enclosed with nomination forms and pictures. If mailed separately, they must be postmarked by January 14, 1977.

IMPORTANT !!!!! IMPORTANT !!!!! IMPORTANT !!!!!

THE NOMINEE, ADVISER(S) AND MEMBERS OF OUR CHAPTER AGREE THAT WE WILL DO NO CAMPAIGNING FOR OUR NOMINEE.

SIGNATURES:

Chapter President or
Vice-President: ______________________

Chapter Adviser: ______________________

Nominee: ______________________

(These three signatures are required for for nominee to be considered.)

ORIENTATION TO FUTURE HOMEMAKERS OF AMERICA
UNIT I

ASSIGNMENT SHEET #6--TRACE THE LOCAL, STATE, AND NATIONAL GROWTH OF FHA

Using information from your teacher and the information sheet, trace the local, state, and national growth of FHA.

Future Homemakers of America was founded ___________ as a youth organization for home economics students. Membership in FHA is open to any student who has taken or is taking a course in home economics or related occupations. As an integral part of the home economics program, FHA operates on the local, state, and national levels.

Since its birth, the national membership figures have grown to over ___________members in approximately ___________chapters in all fifty states, the District of Columbia, Puerto Rico, the Virgin Islands, and American schools overseas. The national meeting is scheduled to be held ___________ in ________________.

In Oklahoma the state headquarters is located in ______________ which also houses the state adviser, ___________________. The state FHA meeting is held annually in ____________________ and is scheduled for __________. There are approximately ______________ members in the state with __________ members in our subdistrict.

Our local chapter was founded ______________. Since that time it has grown from ________________ in 19___ to a current membership of __________. We hope to increase our local membership to __________ by 19 ___.

ORIENTATION TO FUTURE HOMEMAKERS OF AMERICA
UNIT I

TEST

NAME ______________________________ SCORE ________________

1. Define *Future Homemakers of America.*

____

____

____

2. Distinguish between the types of FHA chapters by placing *FHA* in the blank before the statement that describes an FHA chapter and *HERO* in the blank before the statement that describes a HERO chapter.

_____a. Designed for students who are training for specific occupations in home economics related subjects

_____b. Places major emphasis on consumer education, homemaking, and family life education combined with exploration of jobs and careers

3. State the goal of FHA.

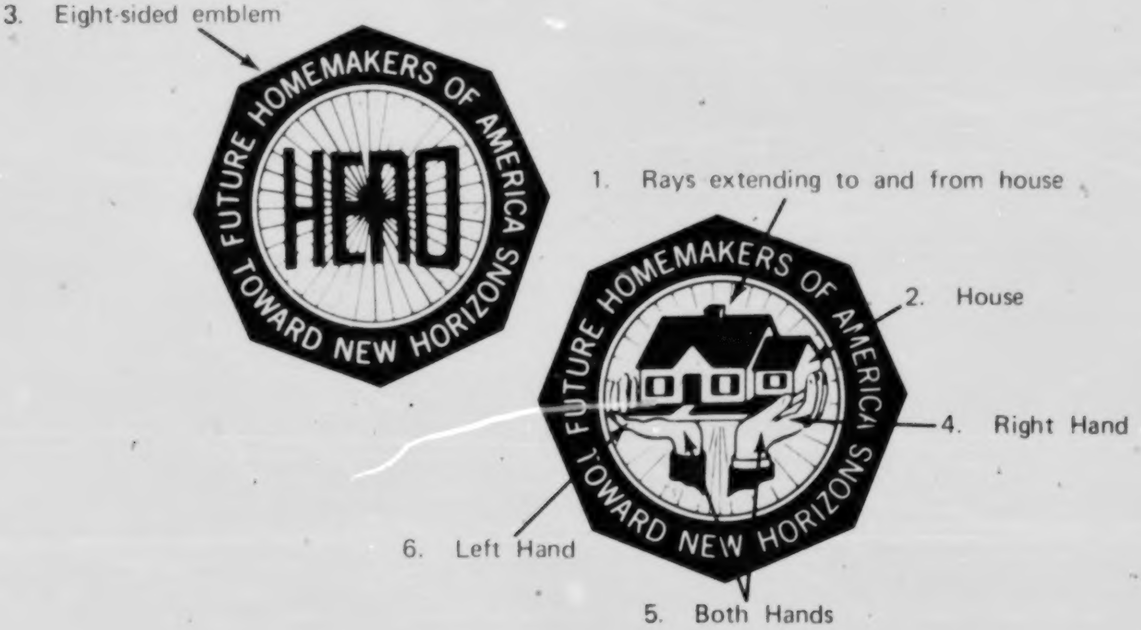
____

____

____

____

4. Match the parts of the FHA emblem to the correct symbolic meanings by placing the appropriate numbers in the blanks provided.


3. Eight-sided emblem
FUTURE HOMEMAKERS OF AMERICA
HERO
TOWARD NEW HORIZONS
1. Rays extending to and from house
2. House
4. Right Hand
6. Left Hand
5. Both Hands

_____a. Symbolizes the purposes of the organization

_____b. Represents a home where there is love, security, and faith

_____c. Represents husband, father, or brother

_____d. Represents wife, mother, or sister

_____e. Represent that future homes of America are in the hands of youth and that both hands working together foster and support strong homes today and provide firm foundation for homes tomorrow

_____f. Suggest the influence of home on community and community on the home

5. State the FHA motto.

____

6. Name the parts of the organizational structure of FHA.

a. ____

b. ____

c. ____

7. Match the FHA data on the right to the correct descriptions/definitions on the left by writing the appropriate numbers in the blanks provided. A blank may have more than one correct answer.

(NOTE: Your teacher will provide the information to be filled in on the right.)

_____a. National organization birthdate

_____b. Kit that provides procedure for planning projects based on members' interests and concerns and home economics curriculum

_____c. State adviser

_____d. National headquarters' location

_____e. State publication that keeps local chapters abreast of organizational activities in Oklahoma

_____f. FHA sponsors

_____g. National director

_____h. FHA flower

_____i. Official national magazine for FHA and HERO members; features "how to" articles to help chapters plan projects, a career section, and leadership techniques; published four times per year

_____j. District supervisor

_____k. State headquarters' location

_____l. State organization birthdate

_____m. Local adviser

_____n. FHA colors

_____o. Local organization birthdate

_____p. Publication to help each member plan personal growth experiences; strong emphasis on uniqueness and worth of each individual

_____q. Package that includes techniques for using *Impact* in Home Economics Related Occupations class/chapter meetings

_____r. FHA subdistrict counselor

1. Red and white
2. Washington, D.C.
3. Oklahoma City, OK
4. February 4, 1946
5. June 11, 1945
6. *FHA Newsletter*
7. *Teen Times*
8. *Encounter: Personal Growth Through Future Homemakers of America*
9. *HERO Pak Impact*
10. *Program Action Impact*
11. American Home Economics Associatior
12. Mildred Reel
13. Edna Crow
14. U.S. Office of Education
15. Red rose
16. State Department of Vocational-Technical Education
17. _______________
18. _______________
19. _______________
20. _______________

8. Select from the list below types of national officers by placing an "X" in the appropriate blanks.

______a. President

______b. Vice-President

______c. Secretary

______d. Treasurer

______e. Historian

______f. Reporter

______g. Parliamentarian

______h. Music and recreation leader

______i. National officers (eight)

9. Discuss election of national officers.

____

____

____

10. Discuss how state delegation is determined for national meetings.

____

____

____

____

11. Arrange in order the following steps for state affiliation by placing a "1" in front of the first step, a "2" in front of the second step, and so on.

______a. Membership list is mailed to national headquarters by state adviser

______b. Membership benefits begin

______c. Local members pay dues

______d. State association affiliation form is compiled by local chapter secretary, signed by adviser, and mailed to state office with state and national dues

12. Arrange in order the following steps for becoming a state officer by placing a "1" in front of the first step, a "2" in front of the second step, and so on.

______a. Total number of applications are reviewed by nominating committee

______b. Candidates are notified by mail of voting results

______c. Individual qualifies as an active member of local chapter

______d. Ballots are mailed to each chapter

______e. Newly-elected state officers are installed at state convention

______f. Application is completed and mailed to state office

13. Recite the FHA creed silently as you fill in the blanks below.

We are the ____________ __________________ _____ ________________.

We face the ____________ with ____________ ________________

And ____________ hope.

For we have the ____________ __________________ of seeking

____________ and __________________ values.

______ we are the __________________ of homes,

__________________ for America's future,

Homes where ____________ will be the ____________ of ________________

That is ____________ and ________________,

Homes where ____________ and ____________ and ____________ and faith

Will be ________________, not dreams.

______ ____________ the Future Homemakers of America.

______ face the ____________ with warm courage

And high hope.

14. Participate during opening and closing FHA ceremonies.

15. Participate in FHA emblem ceremony.

16. Sing "Future Homemakers of America" song.

17. Complete state officer nomination blank.

18. Trace the local, state, and national growth of FHA.

(NOTE: If activities 14-18 have not been accomplished prior to the test, ask the instructor when they should be completed.)

ORIENTATION TO FUTURE HOMEMAKERS OF AMERICA
UNIT I

ANSWERS TO TEST

(NOTE: The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

1. Define *Future Homemakers of America.* (2 points)

   Vocational education youth organization for students in home economics and related occupations courses

2. Distinguish between the types of FHA chapters by placing *FHA* in the blank before the statement that describes an FHA chapter and *HERO* in the blank before the statement that describes a HERO chapter. (2 points)

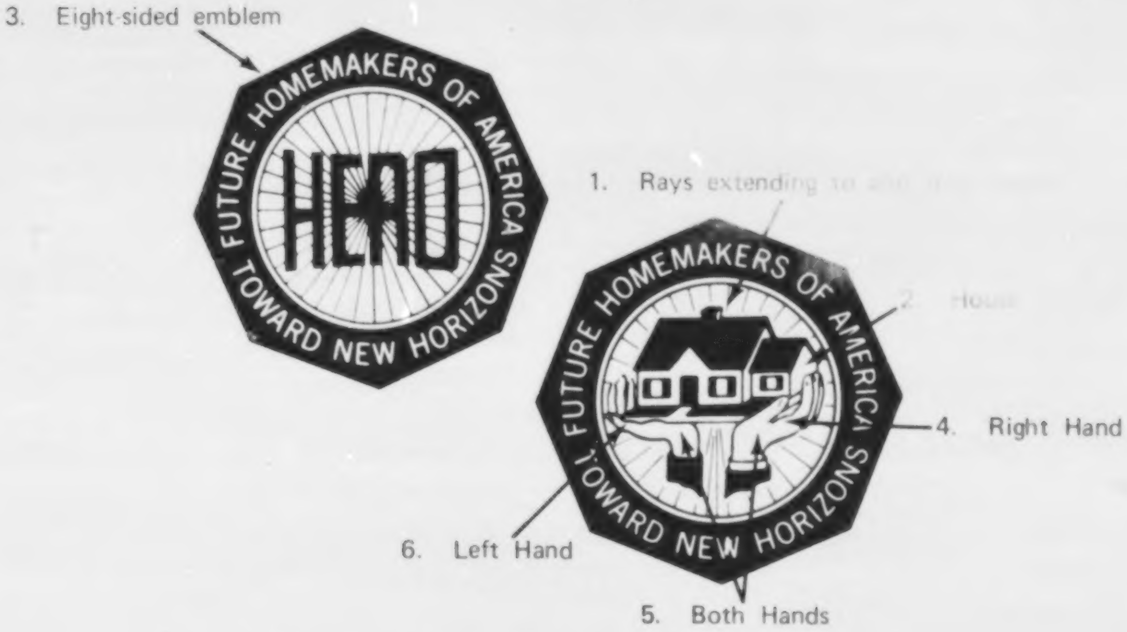
   HERO a. Designed for students who are training for specific occupations in home economics related subjects

   FHA b. Places major emphasis on consumer education, homemaking, and family life education combined with exploration of jobs and careers

3. State the goal of FHA. (2 points)

   "To help youth assume their roles in society, through home economics education in the areas of personal growth, family life, vocational preparation, and community involvement"

4. Match the parts of the FHA emblem to the correct symbolic meanings by placing the appropriate numbers in the blanks provided. (6 points)


3. Eight-sided emblem
FUTURE HOMEMAKERS OF AMERICA
HEAD
TOWARD NEW HORIZONS
1. Rays extending to and from home
FUTURE HOMEMAKERS OF AMERICA
TOWARD NEW HORIZONS
2. House
4. Right Hand
6. Left Hand
5. Both Hands

__3__ a. Symbolizes the purposes of the organization

__2__ b. Represents a home where there is love, security, and faith

__4__ c. Represents husband, father, or brother

__6__ d. Represents wife, mother, or sister

__5__ e. Represent that future homes of America are in the hands of youth and that both hands working together foster and support strong homes today and provide firm foundation for homes tomorrow

__1__ f. Suggest the influence of home on community and community on the home

5. State the FHA motto. (2 points)

"Toward New Horizons"

6. Name the parts of the organizational structure of FHA. (3 points)

   a. National

   b. State

   c. Local

7. Match the FHA data on the right to the correct descriptions/definitions on the left by writing the appropriate numbers in the blanks provided. A blank may have more than one correct answer. (22 points)

(NOTE: Be sure to provide the answers for the information to be filled in on the right.)

5 a. National organization birthdate

10 b. Kit that provides procedure for planning projects based on members' interests and concerns and home economics curriculum

13 c. State adviser

2 d. National headquarters' location

6 e. State publication that keeps local chapters abreast of organizational activities in Oklahoma

11,14,16 f. FHA sponsors

12 g. National director

15 h. FHA flower

7 i. Official national magazine for FHA and HERO members; features "how to" articles to help chapters plan projects, a career section, and leadership techniques; published four times per year

_____ j. District supervisor

3 k. State headquarters' location

4 l. State organization birthdate

_____ m. Local adviser

1 n. FHA colors

_____ o. Local organization birthdate

8 p. Publication to help each member plan personal growth experiences; strong emphasis on uniqueness and worth of each individual

9 q. Package that includes techniques for using *Impact* in Home Economics Related Occupations class/chapter meetings

_____ r. FHA subdistrict counselor

1. Red and white
2. Washington, D.C.
3. Oklahoma City, OK
4. February 4, 1946
5. June 11, 1945
6. *FHA Newsletter*
7. *Teen Times*
8. *Encounter: Personal Growth Through Future Homemakers of America*
9. *HERO Pak Impact*
10. *Program Action Impact*
11. American Home Economics Association
12. Mildred Reel
13. Edna Crow
14. U.S. Office of Education
15. Red rose
16. State Department of Vocational-Technical Education
17. _____
18. _____
19. _____
20. _____

8. Select from the list below types of national officers by placing an "X" in the appropriate blanks. (5 points)

X a. President

X b. Vice President

X c. Secretary

X d. Treasurer

_____ e. Historian

_____ f. Reporter

_____ g. Parliamentarian

_____ h. Music and recreation leader

X i. National officers (eight)

9. Discuss election of national officers. (4 points)

a. Nominated by state association

b. Interviewed and elected by voting delegates at national convention

10. Discuss how state delegation is determined for national meetings. (4 points)

a. Total number of delegates is determined by state membership statistics

b. Remaining number of quota is divided among districts and determined by the postmark on individual applications

11. Arrange in order the following steps for state affiliation by placing a "1" in front of the first step, a "2" in front of the second step, and so on. (4 points)

3 a. Membership list is mailed to national headquarters by state adviser

4 b. Membership benefits begin

1 c. Local members pay dues

2 d. State association affiliation form is compiled by local chapter secretary, signed by adviser, and mailed to state office with state and national dues

12. Arrange in order the following steps for becoming a state officer by placing a "1" in front of the first step, a "2" in front of the second step, and so on. (6 points)

3 a. Total number of applications are reviewed by nominating committee

5 b. Candidates are notified by mail of voting results

1 c. Individual qualifies as an active member of local chapter

4 d. Ballots are mailed to each chapter

6 e. Newly-elected state officers are installed at state convention

2 f. Application is completed and mailed to state office

13. Recite the FHA creed silently as you fill in the blanks below. (13 points)

We are the Future Homemakers of America.
We face the future with warm courage
And high hope.
For we have the clear consciousness of seeking
Old and precious values.
For we are the builders of homes,
Homes for America's future,
Homes where living will be the expression of everything
That is good and fair,
Homes where truth and love and security and faith
Will be realities, not dreams.
We are the Future Homemakers of America.
We face the future with warm courage
And high hope.

14. Participate during opening and closing FHA ceremonies. (5 points)

15. Participate in FHA emblem ceremony. (5 points)

16. Sing "Future Homemakers of America" song. (5 points)

17. Complete state officer nomination blank. (5 points)

18. Trace the local, state, and national growth of FHA. (5 points)

(NOTE: Activities 14-18 should be evaluated to the satisfaction of the instructor.)

FHA IN ACTION
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to be an active FHA member. This knowledge will be evidenced through demonstration and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with FHA in action to the correct definitions.
2. Name benefits of being an FHA member.
3. Match FHA officers to their duties.
4. Match FHA committees to their functions.
5. Participate in installation ceremony.
6. Increase self-awareness.
7. Plan individual involvement in FHA program, project, or activity.
8. Use *Program Action Impact* steps to determine class or chapter project, program, and/or activity.
9. Evaluate self as FHA-HERO member.

FHA IN ACTION
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Order *Impact Kit* and *Encounter* from national office.

   F. Provide copies of *Encounter* to use with Assignment Sheet #2.

   G. Display "Growth Poster" (*Encounter*, page 2) in prominent place in home economics department on which students can tape their cards from Assignment Sheet #2.

   H. Assist students with Assignment Sheet #2 by listing on chalkboard and discussing ways that students are growing or need to grow.

   Example:

Physically	Socially	Emotionally

   How can FHA chapter help?

   I. Discuss symbolism in the poster, "I Am Me Uniquely" (*Encounter*, page 8). Use poster thought as a stepping stone to challenge students to think of growth possibilities.

   J. Use poster "Open Up" (*Encounter*, page 9) as a transparency to help students examine their needs for setting goals.

   K. Discuss goals. What is a goal? How do you choose goals?

L. Relate goal discussion to the three symbols of growth.

   1. Key--Toward Knowing Myself and FHA (*Encounter*, page 27)

   2. Scroll--Toward Involvement in Family, School, and Community (*Encounter*, page 31)

   3. Torch--Toward Preparation for Adulthood (*Encounter*, page 3)

M. Stress goal-setting and personal development as a life-long process; suggest that students select short-range goals for starters.

N. Use transparency in *Impact Kit* to show symbols and meanings.

O. Divide class into groups of six to ten or into interest groups; have each group appoint a recorder to keep track of suggestions in each group. Set a period of time for discussion (approximately 5-10 minutes); at conclusion have representative from each group report to class ideas brought forth in group. From this list, entire class will zero in on a few concerns which interest all and create a basis for individual, group, class, or chapter project.

Examples for interest groups:

Home Economics Areas	FHA Purpose #1	FHA Purpose #2	FHA Purpose #3	FHA Purpose #4	FHA Purpose #5	FHA Purpose #6	FHA Purpose #7	FHA Purpose #8
	ACTIVITIES							
Child Development								
Food and Nutrition								
Housing								
Clothing								
Personal Relations								
Careers								
State Project								
National Project								

P. Use current state/national projects as guidelines for chapter work.

Q. Elect FHA officers in each class (mini-chapter) and set up committees to help carry out class projects.

R. Adapt installation ceremony for chapter or class.

S. Display chapter bylaws.

T. Give test.

U. Reteach if necessary.

II. Unit references:

A. *Program Action Impact.* Available from Future Homemakers of America; National Headquarters; 2010 Massachusetts Avenue, N. W.; Washington, D.C. 20036.

(NOTE: This kit gives a procedure for planning projects based on members' concerns and interests.)

B. *Encounter.* Available from Future Homemakers of America; National Headquarters; 2010 Massachusetts Avenue, N. W.; Washington, D.C. 20036.

(NOTE: This is a publication for members to use in planning personal growth experiences.)

C. Stahl, Linda D. *Up, Up, and Away with FHA.* Pittsburg, PA: Allegheny, Intermediate Unit, 1975.

FHA IN ACTION
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Standing committee--Permanent or regular committee provided for in the bylaws

   B. Bylaws--Document that includes rules that help to keep the local chapter running smoothly

   C. Special committee--Appointed to take care of specific jobs; functions only until task is completed

   D. Ex-officio--Means "from the office" or "by virtue of the office"

      Example: President holds membership in every committee ex-officio (by virtue of the office)

   E. Ad hoc--Means "for a specific purpose" or "for a special case only"

II. Benefits of being an FHA member

   A. Helps to develop leadership qualities

   B. Helps individual learn to cooperate

   C. Helps individual learn to take responsibility

   D. Encourages participation in service projects

   E. Provides opportunities for making new friends

   F. Opens doors to new experiences

   G. Helps to develop personal goals and values

   H. Increases knowledge about home economics and its related occupations

III. FHA officers and their duties

   (NOTE: These offices seem to be basic and common in most FHA chapters; offices may be added, deleted, or modified in order to best serve the needs of the local chapter.)

   A. President--Presides at chapter and executive council meetings using a carefully prepared agenda and parliamentary procedures; serves as ex-officio member of all committees; appoints special committees as needs arise; provides leadership that will expedite chapter, state, and national projects

INFORMATION SHEET

B. Vice-President--Assists president in all duties; succeeds and assumes duties and responsibilities in absence of president; serves as chairperson of the program/project committee

C. Secretary--Keeps accurate account of all chapter and executive council meetings; records attendance; takes care of all official correspondence for chapter; reads important communications at chapter meetings; serves as chairperson of the membership and correspondence committees

D. Treasurer--Keeps accurate record of all chapter income and gives receipts; keeps an accurate record and receipts of all money paid out; reports financial status of the organization; serves as chairperson of the finance (ways and means) committee

E. Parliamentarian--Rules on points in question concerning parliamentary procedure; assists in conducting meetings in a business-like way; serves as chairperson of constitution (bylaws) committee

F. Historian--Keeps a record book, including pictures and other materials of historic importance to the organization; serves as chairperson of the records and materials committee

G. Reporter--Writes news articles and supplies pictures for the school paper, local newspapers, TV and radio stations, and publications of the state and national organizations; makes sure that copies of the *FHA Newsletter* and *Teen Times* are available for members to read and suggests ways to use them effectively; serves as chairperson of the public relations committee

H. Music and recreation leader--Provides recreation for all chapter meetings; has songs and relaxers ready before each meeting; serves as chairperson of music and recreation and/or social committee(s)

I. Chaplain--Provides devotionals for all meetings; assists music and recreation leader

IV. FHA committees and their functions

(NOTE: These are basic standing committees. Ad hoc committees may be appointed to meet special needs.)

A. Program/project committee--Prepares calendar of events, yearbook, and other devices to inform members of the chapter's plans for the year

B. Finance (ways and means) committee--Proposes money-making ideas to cover project, activity, and affiliation costs; prepares a budget for the chapter

INFORMATION SHEET

C. Membership committee--Develops plan to increase and maintain local chapter membership

D. Constitution (bylaws) committee--Reviews constitution and/or bylaws annually to determine alliance with state or national bylaws and if there are any additions or changes necessary

E. Records and materials committee--Keeps materials and references of the chapter up-to-date, properly organized, and in good condition so members can easily use them; helps secretary, when requested, with chapter files; assists historian in keeping historical records of the chapter

F. Music committee--Provides or plans for instrumental and vocal music for chapter meetings and special events; makes plans for group singing

G. Correspondence committee--Writes invitations and thank-yous to program participants and guests; helps secretary when necessary on chapter business correspondence

H. Public relations committee--Interprets FHA and the home economics program to others in the school and community

I. Hospitality committee--Makes arrangements for meetings and greets guests and members; plans entertainment part of chapter meetings and special events when called upon by program committee

J. Nominating/elections committee--Selects slate of officer candidates; organizes voting procedures and materials

FHA IN ACTION
UNIT II

ASSIGNMENT SHEET #1--PARTICIPATE IN INSTALLATION CEREMONY

Use this script to adapt an appropriate installation ceremony for your class/chapter officers. Participate as needed.

"The Future Homemakers of America are in regular session to install our officers and explain to them the duties and responsibilities they are about to assume. We have before us the light of home economics--a light which radiates throughout the world. This is the light of our ideals--our purpose, which enables us to make our homes, communities, nation, and world a happier place in which to live.

The following officers have been elected to serve the Future Homemakers of America for the year 1976-77.

President ______________________________

Vice-President ______________________________

Secretary ______________________________

Treasurer ______________________________

Historian ______________________________

Parliamentarian ______________________________

Reporter ______________________________

Photographer (if elected) ______________________________

Music & Recreation ______________________________

Pianist (if elected) ______________________________

Chaplain ______________________________

You officers-elect must realize that a great honor is being bestowed upon you. Future Homemakers of America have faith and confidence in your ability to lead the organization onward. The pledge of your office signifies your willingness to do this. You will repeat after me: 'I solemnly promise that I will, to the best of my ability, faithfully perform all the duties belonging to the office for which I have been elected.'

You have heard the pledge which the officers have made. It is important that each member assist these officers in the performance of their duties. Will the president-elect come forward? The office of the president is one of great responsibility. You will want to be pleasant, firm, impartial, considerate, and a real friend to every member of the organization. As incoming President of the Future Homemakers of America, you are to be familiar with your duties as stated in the constitution.

ASSIGNMENT SHEET #1

Vice-President--Your duty is to assist the president in all her services. In her absence you will succeed her and will assume her duties and responsibilities.

Secretary--You are to keep an accurate record of all meetings and meetings of the executive group and to keep records and other material of importance to the organization. You are chairman of the membership committee.

Treasurer--You are to keep a record of receipts and disbursements, to report financial status of the organization, and to serve as chairman of the finance committee.

Historian--It is your duty as historian to keep an accurate history of the organization and to keep the scrapbook and have it complete by the end of the school year.

Parliamentarian--Your duties as parliamentarian would be to rule on points in question concerning parliamentary procedure, to assist in conducting meetings in a business-like way, and to serve as chairman of the constitutional committee.

Reporter--You are to report to our school paper and our local newspaper all activities of the Future Homemakers organization and serve as the chairman of the publicity committee.

Photographer--You are to take pictures of activities and projects of FHA and assist the reporter in public relations. You are to see that the historian has pictures for the scrapbook.

Music and Recreation Leader--It is your duty to provide recreation at all meetings and have songs and relaxers ready before each meeting. It is your duty to be chairman of the music and recreation committee.

Pianist--It is your duty to provide music for all meetings, to play for special meetings and programs, and to work closely with the music and recreation leader.

Chaplain--Your duty is to provide the devotionals for all meetings and to assist the music and recreation leader.

Will the new president-elect please come forward? (President comes forward.) By giving you this gavel, I relinquish to you the position of President of the ____________________ Chapter of Future Homemakers of America. We are confident that you and the other officers will provide capable leadership."

(The president makes an acceptance speech.)

FHA IN ACTION
UNIT II

ASSIGNMENT SHEET #2--INCREASE SELF-AWARENESS

Self awareness could almost be called a prerequisite to personal development. To be able to make sound decisions about future direction, you must recognize your values, ambitions, and goals. Furthermore, you need to know your relationship to others and just how you fit into the scheme of life, whether at home, at school, or in the community.

The purpose of this assignment is to help you become more aware of yourself and your feelings. The following questions are to be answered quickly, replying on first thoughts, and should not be dwelt upon for any period of time. Use your answers for later reference in class discussion and to help you decide on a project/activity in which FHA can aid your personal development.

1. What makes you sad? ______________________

   Happy? ______________________

2. If you could only save one personal item, what would it be? ______________________

3. At what time in history would you choose to live? ______________________

4. If you had any one place you could visit, where would it be? ______________________

5. What special talents would you like to have? ______________________

6. What quality would you add to your personality or character? ______________________

7. What quality would you like to get rid of? ______________________

8. What is your favorite pastime? ______________________

9. If you could spend one hour talking with anyone in the world, who would it be? ______________________

ASSIGNMENT SHEET #2

10. What is your favorite color? ______________________________

11. What subject do you enjoy most in school? __________________

12. What is your favorite holiday? ____________________________

13. What food pleases your appetite most? ____________________

14. What flower do you like best? _____________________________

15. What is your biggest problem or concern that you need to solve right now?
____
____

PLEASE REALIZE THAT THE ABOVE QUESTIONS HAVE NO RIGHT OR WRONG ANSWERS. The most important thing is how fast and sure you are able to respond. Discuss and compare with classmates the difficulties encountered in answering, how it might be possible to become more aware of self, and what "self-awareness" means.

FHA IN ACTION
UNIT II

ASSIGNMENT SHEET #3--PLAN INDIVIDUAL INVOLVEMENT IN FHA PROGRAM, PROJECT, OR ACTIVITY

WHO ARE YOU? WHERE ARE YOU GOING? WHAT DO YOU WANT FROM LIFE?

Just like all living things, we are growing--physically, socially, and emotionally. Our lives are "built" by experiences which we "encounter" every day. Some are good, some not so good. How can we learn to cope with these experiences? To begin, we must understand ourselves--our needs, our concerns, our likes and dislikes, and especially our goals.

Encounter is a booklet about personal growth designed to help FHA-HERO members think about themselves as individuals. *Encounter* is not a booklet of answers or a "sure-fire" formula for success!

Look through *Teen Times* and *Encounter* for something that expresses what growth is to you. Write this on a colored card, share it with classmates, and tape your card around the "Growth Poster" found in *Encounter*, page 2.

Part A

1. List ways you are growing personally or ways you need to grow.

2. How could an FHA chapter help you?

3. Why measure growth? Who should measure it?

4. What is a goal? How do you choose your goals?

ASSIGNMENT SHEET #3

5. Use the following suggestions as a framework for achieving your goals.
    a. Make your decision to begin.
    b. Set your own goals.
    c. Determine a time commitment realistic for you.
    d. Plan a way to work and to measure what you accomplish.
    e. Express the results and their meaning to you.

(NOTE: This assignment cannot be completed in one day but should be worked on over a period of time until the goals are accomplished. It might be helpful to select short-range goals for starters.)

Part B

Use the following chart to plan your individual involvement in an FHA program, project, or activity.

Areas	FHA Purpose #1	FHA Purpose #2	FHA Purpose #3	FHA Purpose #4	FHA Purpose #5	FHA Purpose #6	FHA Purpose #7	FHA Purpose #8
Careers								
Child Development								
Food and Nutrition								
Housing								
Clothing								
Personal Relations								
State FHA Project								
Local FHA Chapter Project								

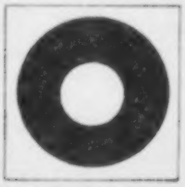
FHA IN ACTION
UNIT II

ASSIGNMENT SHEET #4--USE *PROGRAM ACTION IMPACT* STEPS TO DETERMINE CLASS OR CHAPTER PROJECT, PROGRAM, AND/OR ACTIVITY

"Learning by doing" is a well-known phrase which fits right into home economics and FHA. People learn faster and better when they are actively involved in their work. FHA *Impact* provides the opportunity for members to further classroom learning by selecting project activities. By working together, the class or chapter will be able to identify and act upon concerns about individual, family, and community life.

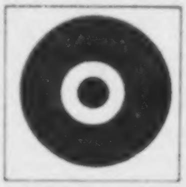
Brainstorm with classmates and FHA members to determine concerns which are pertinent to needs as a group. Using the steps for planning on the following pages, work in groups to plan a project related to classwork. Describe below how you used the steps in planning your project.

ASSIGNMENT SHEET #4



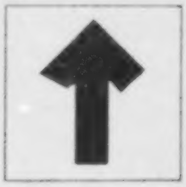
Brainstorm to Identify Concerns

This is a continuous circle with no beginning and no end. The circle represents the rounding up of ideas that are important to you, things that interest you.



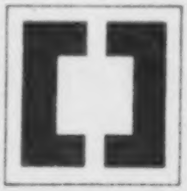
Narrow Identified Concerns

Hit the bull's eye; focus on the project. Pull out one idea that you or your chapter would like to build a project around.



Determine What the Project Is to Accomplish

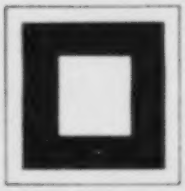
The arrow shows direction. Decide what direction you'd like the project to take. What is your goal?



Decide What Needs to be Done

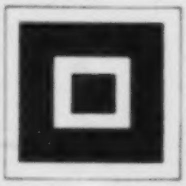
Begin to draw up a plan, but the plan is not complete. The broken square represents the first stages of your plan. Talk about the who, what, where, when, why, and how of your project.

ASSIGNMENT SHEET #4



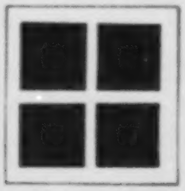
Form a Plan

Form a plan for carrying out the activities.



Act on the Plan

If you look closely, you'll see three different squares. These represent the many and varied activities you'll carry out to meet your goal.



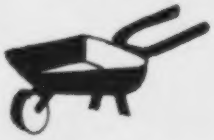
Analyze What Happened

Like the chopped square, "Pick your project to pieces." Discuss the good and bad, the ups and downs of your project. Learn from your failures as well as your successes. Use this step throughout your project.

FHA IN ACTION
UNIT II

ASSIGNMENT SHEET #5--EVALUATE SELF AS FHA-HERO MEMBER

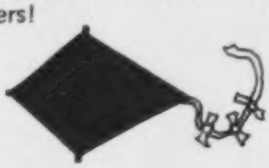
Use the following checksheet to determine what kind of FHA member you are! Circle the appropriate response.



Are you a WHEELBARROW? Do you need pushing all the way? Do you ever volunteer or does someone always have to ask? This attitude will lead you to a life as dull as that of the wheelbarrow because someday people will just stop pushing and there you'll sit. YES NO

Are you a BALLOON? Do you have to be tied down? Do you get all carried away with plans and ideas that are too far-fetched to be carried out? If so, you will have to learn to consider the limitations of your organization in the plans that you make. You can still aim high, but don't make it impossible. YES NO

Are you a CANOE? Do you need paddling? Must there always be someone there to keep you going? Develop an engine of your own. Use your initiative. Now you can pull others. FHA-HERO needs leaders! YES NO



Are you a KITE? Are you apt to fly away when there is a little work to be done? Well, come back down to earth! FHA-HERO can succeed only if all the members work together. Now is the time to get your feet firmly on the ground and dig in. YES NO

ASSIGNMENT SHEET #5

Are you a FOOTBALL? Are you liable to bounce any way? Do you always follow the majority? Then you better start developing a mind of your own. INDIVIDUALITY COUNTS! Remember this. Be ready with your own suggestions to help the group. Stick to your convictions, even when the majority is against you, but always be ready to work on whatever the group decides to do.

YES NO

Are you a WAGON? Do you need pulling? Are you reluctant whenever you are given a job? Then you are a wagon, and this isn't good. The only time you are of any use is when the going is all downhill. It's time for you to start saving some of your enthusiasm from the downhill trips to get you up and over the next hill.

YES NO

Or are you a 100% ALL AMERICAN FHA-HERO MEMBER? Do you know the FHA-HERO motto, flower, and colors? Do you know what they represent? Are you always helpful and cheerful when there is a job to be done? Have you learned all you can about FHA-HERO? Have you worked on some committees in FHA-HERO? Do you know the song and creed? Is FHA-HERO more than just another organization to you? Do you believe in its goals and purposes? Have you made any new friends at the rallies or conventions? Do you think that FHA-HERO will benefit anyone who joins it if they are really interested? Are you proud of being a member?

YES NO

Then CONGRATULATIONS! You are a 100% ALL-AMERICAN FHA-HERO MEMBER!

(NOTE: Why not present this challenge in a chapter meeting, using an overhead projector to throw the sketches onto a screen, and then read the skit as each sketch is shown? Or, you could do a bulletin board on "What Kind of an FHA-HERO Member Are You?")

FHA IN ACTION
UNIT II

TEST

NAME______________________________SCORE________________________

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

_____a. Appointed to take care of specific jobs; functions only until task is completed	1. Standing committee
_____b. Permanent or regular committee provided for in the bylaws	2. Bylaws
_____c. Means "from the office" or "by virtue of the office"	3. Special committee
_____d. Document that includes rules that help to keep the local chapter running smoothly	4. Ex-officio
_____e. Means "for a special purpose" or "for a special case only"	5. Ad hoc

2. Name three benefits of being an FHA member.

a. ____

b. ____

c. ____

3. Match the FHA officers on the right to their appropriate duties on the left. Terms and definitions are continued on the following page.

_____a. Writes news articles and supplies pictures for the school paper, local newspapers, TV and radio stations, and publications of the state and national organizations; makes sure that copies of the *FHA Newsletter* and *Teen Times* are available for members to read and suggests ways to use them effectively; serves as chairperson of the public relations committee _____b. Keeps accurate record of all chapter income and gives receipts; keeps an accurate record and receipts of all money paid out; reports financial status of the organization; serves as chairperson of the finance (ways and means) committee

_____c. Provides devotionals for all meetings; assists music and recreation leader

_____d. Presides at chapter and executive council meetings using a carefully prepared agenda and parliamentary procedures; serves as ex-officio member of all committees; appoints special committees as needs arise; provides leadership that will expedite chapter, state, and national projects

_____e. Provides recreation for all chapter meetings; has songs and relaxers ready before each meeting; serves as chairperson of music and recreation and/or social committee(s)

_____f. Keeps a record book, including pictures and other materials of historic importance to the organization; serves as chairperson of records and materials committee

_____g. Rules on points in question concerning parliamentary procedure; assists in conducting meetings in a business-like way; serves as chairperson of constitution (bylaws) committee

_____h. Assists president in all duties; succeeds and assumes duties and responsibilities in absence of president; serves as chairperson of program/project committee

_____i. Keeps accurate account of all chapter and executive council meetings; records attendance; takes care of all official correspondence for chapter; reads important communications at chapter meetings; serves as chairperson of membership and correspondence committees

1. President
2. Vice-President
3. Secretary
4. Treasurer
5. Parliamentarian
6. Historian
7. Reporter
8. Music and recreation leader
9. Chaplain

4. Match FHA committees on the right to their correct functions given on the left by placing the numbers in the appropriate blanks.

_____a. Reviews constitution and/or bylaws annually to determine alliance with state or national bylaws and if there are any additions or changes necessary

_____b. Interprets FHA and the home economics program to others in the school and community

_____c. Selects slate of officer candidates; organizes voting procedures and materials

_____d. Provides or plans for instrumental and vocal music for chapter meetings and special events; makes plans for group singing

_____e. Proposes money-making ideas to cover project, activity, and affiliation costs; prepares a budget for the chapter

_____f. Writes invitations and thank-yous to program participants and guests; helps secretary when necessary on chapter business correspondence

_____g. Develops plan to increase and maintain local chapter membership

_____h. Makes arrangements for meetings and greets guests and members; plans entertainment part of chapter meetings and special events when called upon by program committee

_____i. Prepares calendar of events, yearbook, and other devices to inform members of the chapter's plans for the year

_____j. Keeps materials and references of the chapter up-to-date, properly organized, and in good condition so members can easily use them; helps secretary, when requested, with chapter files; assists historian in keeping historical records of the chapter

1. Program/project committee
2. Finance (ways and means) committee
3. Membership committee
4. Constitution (bylaws) committee
5. Records and materials committee
6. Music committee
7. Correspondence committee
8. Public relations committee
9. Hospitality committee
10. Nominating/elections committee

5. Participate in installation ceremony.
6. Increase self-awareness.
7. Plan individual involvement in FHA program, project, or activity.
8. Use *Program Action Impact* steps to determine class or chapter project, program, and/or activity.
9. Evaluate self as FHA-HERO member.

FHA IN ACTION
UNIT II

ANSWERS TO TEST

(NOTE: The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided. (10 points)

    __3__ a. Appointed to take care of specific jobs; functions only until task is completed

    __1__ b. Permanent or regular committee provided for in the bylaws

    __4__ c. Means "from the office" or "by virtue of the office"

    __2__ d. Document that includes rules that help to keep the local chapter running smoothly

    __5__ e. Means "for a special purpose" or "for a special case only"

    1. Standing committee
    2. Bylaws
    3. Special committee
    4. Ex-officio
    5. Ad hoc

2. Name three benefits of being an FHA member. (3 points)

    (NOTE: Any three of the following are acceptable.)

    a. Helps to develop leadership qualities

    b. Helps individual learn to cooperate

    c. Helps individual learn to take responsibility

    d. Encourages participation in service projects

    e. Provides opportunities for making new friends

    f. Opens doors to new experiences

    g. Helps to develop personal goals and values

    h. Increases knowledge about home economics and its related occupations

3. Match the FHA officers on the right to their appropriate duties on the left. (18 points)

____7____ a. Writes news articles and supplies pictures for the school paper, local newspapers, TV and radio stations, and publications of the state and national organizations; makes sure that copies of the *FHA Newsletter* and *Teen Times* are available for members to read and suggests ways to use them effectively; serves as chairperson of the public relations committee

____4____ b. Keeps accurate record of all chapter income and gives receipts; keeps an accurate record and receipts of all money paid out; reports financial status of the organization; serves as chairperson of the finance (ways and means) committee

____9____ c. Provides devotionals for all meetings; assists music and recreation leader

____1____ d. Presides at chapter and executive council meetings using a carefully prepared agenda and parliamentary procedures; serves as ex-officio member of all committees; appoints special committees as needs arise; provides leadership that will expedite chapter, state, and national projects

____8____ e. Provides recreation for all chapter meetings; has songs and relaxers ready before each meeting; serves as chairperson of music and recreation and/or social committee(s)

____6____ f. Keeps a record book, including pictures and other materials of historic importance to the organization; serves as chairperson of records and materials committee

____5____ g. Rules on points in question concerning parliamentary procedure; assists in conducting meetings in a business-like way; serves as chairperson of constitution (bylaws) committee

1. President
2. Vice-President
3. Secretary
4. Treasurer
5. Parliamentarian
6. Historian
7. Reporter
8. Music and recreation leader
9. Chaplain

__2__ h. Assists president in all duties; succeeds and assumes duties and responsibilities in absence of president; serves as chairperson of program/project committee

__3__ i. Keeps accurate account of all chapter and executive council meetings; records attendance; takes care of all official correspondence of chapter; reads important communications at chapter meetings; serves as chairperson of membership and correspondence committees

4. Match FHA committees on the right to their correct functions given on the left by placing the numbers in the appropriate blanks. (20 points)

__4__ a. Reviews constitution and/or bylaws annually to determine alliance with state or national bylaws and if there are any additions or changes necessary

__8__ b. Interprets FHA and the home economics program to others in the school and community

__10__ c. Selects slate of officer candidates; organizes voting procedures and materials

__6__ d. Provides or plans for instrumental and vocal music for chapter meetings and special events; makes plans for group singing

__2__ e. Proposes money-making ideas to cover project, activity, and affiliation costs; prepares a budget for the chapter

__7__ f. Writes invitations and thank-yous to program participants and guests; helps secretary when necessary on chapter business correspondence

__3__ g. Develops plan to increase and maintain local chapter membership

__9__ h. Makes arrangements for meetings and greets guests and members; plans entertainment part of chapter meetings and special events when called upon by program committee

1. Program/project committee
2. Finance (ways and means) committee
3. Membership committee
4. Constitution (bylaws) committee
5. Records and materials committee
6. Music committee
7. Correspondence committee
8. Public relations committee
9. Hospitality committee
10. Nominating/elections committee

__1__ i. Prepares calendar of events, yearbook, and other devices to inform members of the chapter's plans for the year

__5__ j. Keeps materials and references of the chapter up-to-date, properly organized, and in good condition so members can easily use them; helps secretary, when requested, with chapter files; assists historian in keeping historical records of the chapter

5. Participate in installation ceremony. (5 points)
6. Increase self-awareness. (5 points)
7. Plan individual involvement in FHA program, project, or activity. (10 points)
8. Use *Program Action Impact* steps to determine class or chapter project, program, and/or activity. (25 points)
9. Evaluate self as FHA-HERO member. (4 points)

PARLIAMENTARY PROCEDURE
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to use parliamentary procedure. This knowledge will be evidenced through demonstration and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with parliamentary procedure to the correct definitions.
2. Select from a list basic parliamentary procedure principles.
3. Arrange in order the parts of an order of business.
4. Match types of motions to their descriptions.
5. Match parliamentary procedures to possible meeting occurrences.
6. Arrange in order the steps in the progression of a motion.
7. Discuss how to amend a motion.
8. Select from a list the duties of the chair.
9. Use parliamentary procedure to conduct and/or participate in a meeting.

PARLIAMENTARY PROCEDURE
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Divide the class into two groups. Explain that one group will conduct a "mock" meeting using parliamentary procedure, while the other will use no specific techniques. Give each group specific topics which they will discuss to arrive at some solution. Have the class decide which group accomplished the most work in an orderly fashion.

   F. Invite the FFA chapter to demonstrate their use of parliamentary procedure for the class or local FHA chapter.

   G. Show "Mr. Chairman."

   (NOTE: This film is available to Oklahoma teachers from the Curriculum and Instructional Materials Center, 1515 West 6th, Stillwater, Oklahoma 74074.)

   H. Complete Assignment Sheet #1 by setting up "mock" meeting with specific topics to be covered during the meeting.

   Examples: Elect officers, decide on a project, table a motion, set time for next meeting, appoint a special committee, adjourn

   I. Secure a copy of *Parliamentary Law at a Glance* for class/chapter parliamentarian.

   J. Give test.

   K. Reteach if necessary.

II. Unit references;

   A. Stahl, Linda D. *Up, Up, and Away with FHA.* Pittsburg, PA: Allegheny Intermediate Unit, 1975.

   B. Utter, E. C. *Parliamentary Law at a Glance.* Chicago: The Reilly & Lee Co., 1949.

PARLIAMENTARY PROCEDURE
UNIT III

INFORMATION SHEET

I. Terms and definitions

  A. Parliamentary procedure--Set of rules for conducting a meeting in an organized and efficient manner

  (NOTE: The knowledge of such techniques is essential to competent leadership development and vital to success of any organization.)

  B. Assembly--Gathering or group of persons for any purpose

  C. Majority--More than half of the votes cast

  D. Minutes--Records of the proceedings at a meeting

  E. Motion--Proposal that something be done; method of bringing a question before the assembly for consideration

  F. Chair--Title applied to presiding officer when performing duties

  G. Amend--Change the wording of a motion by adding to or taking from, by striking out or inserting, by both striking out and inserting, or by substituting

  H. Entertain--Chair recognizes a member for the purpose of making a motion

  I. Floor--Used to designate place from which a member speaks

  J. Commit--Refer questions or papers to a committee

  K. Debate--Procedure to allow expression of positive and negative views on a question

  L. Orders of the day--Regular order of business

  M. Decorum--Whatever is suitable or proper

II. Basic parliamentary procedure principles

  A. One subject at a time

  B. Full and free debate

  C. Every member has rights equal to those of every other member

  D. Majority rules but rights of minority are respected

INFORMATION SHEET

   E. Objective for the good of the group

III. Order of business

   A. Opening ceremony

   B. Call to order

   C. Reading and approval of minutes

   D. Reports from officers and standing committees

   E. Reports from special committees

   F. Unfinished business

   G. New business

   H. Program

   I. Adjournment

   J. Closing ceremony

IV. Types of motions

   A. Main motion--Introduces business or brings a question directly before the assembly

   (NOTE: A main motion is introduced by saying, "I move that . . . ." Only one main motion can be considered at a time.)

   B. Subsidiary motion--Modifies or disposes of main motion and must be voted upon before vote is taken on main action

   Example: Amendment

   C. Privileged motion--Has no connection with main motion and outranks other motions

   Examples: Fix time of next meeting, adjourn, call for question of privilege, or call for order of the day

   D. Incidental motion--Arises or relates to the procedure and may not refer directly to the main question

   Examples: Rise to the point, appeal, suspend the rules, withdraw or renew a motion

INFORMATION SHEET

V. Parliamentary procedures and possible meeting occurrences

PARLIAMENTARY PROCEDURES	POSSIBLE MEETING OCCURRENCES
Main motion	Introduce business
Postpone indefinitely	Defer a matter or kill it
Table	Defer action
Amend	Change or modify
Commit	Let a few attend to a matter
Previous question	Stop debate and order an immediate vote
Suspend the rules Change the bylaws	Do something contrary to the bylaws or rules
Withdraw a motion	Prevent a motion from being voted upon
Objection to consideration	Determine whether a question is in accord with bylaws or is relevant
Question of privilege	Ask a question or make a point of order
Adjourn	Dismiss a meeting
Fix a time to adjourn	Set a time for a further meeting
Reconsider the vote	Have an opportunity to vote a second time on a measure

VI. Progession of a motion

A. Member rises and addresses the presiding officer

Example: "Mr. or Madame Chairman . . ."

B. Member is recognized

C. Member proposes the motion

Example: "I move that . . ."

D. Another member seconds the motion without rising or addressing the chair

Example: "I second the motion."

E. Presiding officer states the motion

F. Assembly discusses or debates the motion

INFORMATION SHEET

G. Presiding officer takes a vote

Example: "Is there any further discussion? Since there is no further discussion, all in favor say 'aye' and those opposed say 'no.'"

H. Result of the vote is announced

Example: "The motion passes" or "The motion fails"

VII. How to amend a motion

A. Must have a bearing on the subject

B. Say, "I move to amend the motion by . . ."

VIII. Duties of the chair

A. Decide the order of speakers

B. Refuse to recognize members that intend to obstruct business

C. Restrain speakers within the limits of the rules

D. Enforce good decorum

E. Appoint committees

F. Decide points of order

G. Vote in cases where the chair's vote will make or break a tie

H. Avoid influencing a vote by own comment on a motion

PARLIAMENTARY PROCEDURE
UNIT II

ASSIGNMENT SHEET#1--USE PARLIAMENTARY PROCEDURES TO CONDUCT AND/OR PARTICIPATE IN MEETING

Use information in unit, material presented by your instructor, and available additional resources to conduct and/or participate in an FHA class/chapter meeting.

PARLIAMENTARY PROCEDURE
UNIT II

TEST

NAME______________________________ SCORE__________________________

1. Match terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____a. Used to designate place from which a member speaks

_____b. Whatever is suitable or proper

_____c. More than half of the votes cast

_____d. Title applied to presiding officer when performing duties

_____e. Set of rules for conducting a meeting in an organized and efficient manner

_____f. Refer questions or papers to a committee

_____g. Proposal that something be done; method of bringing a question before the assembly for consideration

_____h. Gathering or group of persons for any purpose

_____i. Change the wording of a motion by adding to or taking from, by striking out or inserting, by both striking out and inserting, or by substituting

_____j. Regular order of business

_____k. Records of the proceedings at a meeting

_____l. Procedure to allow expression of positive and negative views on a question

_____m. Chair recognizes a member for the purpose of making a motion

1. Parliamentary procedure
2. Assembly
3. Majority
4. Minutes
5. Motion
6. Chair
7. Amend
8. Entertain
9. Floor
10. Commit
11. Debate
12. Orders of the day
13. Decorum

2. Select from the list below basic parliamentary procedure principles. Place an "X" in the appropriate blanks.

    _____a. Officers and executive council have more rights than other members

    _____b. Objective for the good of the group

    _____c. Limits debate to five minutes

    _____d. Allows for more than one subject to be discussed at a time

    _____e. Majority rules but rights of minority are respected

3. Arrange in order the following parts of an order of business. Place a "1" in front of the first order of business, a "2" in front of the second order of business, and so on.

    _____a. Program

    _____b. Reports from officers and standing committees

    _____c. New business

    _____d. Call to order

    _____e. Closing ceremony

    _____f. Unfinished business

    _____g. Opening ceremony

    _____h. Reading and approval of minutes

    _____i. Adjournment

    _____j. Reports from special committees

4. Match the types of motions on the right to their correct descriptions on the left by placing the appropriate numbers in the blanks provided.

    _____a. Has no connection with main motion and outranks other motions

    _____b. Modifies or disposes of main motion and must be voted upon before vote is taken on main action

    _____c. Introduces business or brings a question directly before the assembly

    _____d. Arises or relates to the procedure and may or may not refer directly to the main question

    1. Main motion
    2. Subsidiary motion
    3. Privileged motion
    4. Incidental motion

5. Match the parliamentary procedures on the right to the possible meeting occurences on the left by placing the appropriate numbers in the blanks provided.

______a. Prevent a motion from being voted upon

______b. Dismiss a meeting

______c. Change or modify

______d. Defer a matter or kill it

______e. Have an opportunity to vote a second time on a measure

______f. Ask a question or make a point of order

______g. Let a few attend to a matter

______h. Introduce business

______i. Determine whether a question is in accord with bylaws or is relevant

______j. Do something contrary to the bylaws or rules

______k. Defer action

______l. Stop debate and order an immediate vote

______m. Set a time for a further meeting

1. Main motion
2. Postpone indefinitely
3. Table
4. Amend
5. Commit
6. Previous question
7. Suspend the rules Change the bylaws
8. Withdraw a motion
9. Objection to consideration
10. Question of privilege
11. Adjourn
12. Fix a time to adjourn
13. Reconsider the vote

6. Arrange in order the following steps involved in the progression of a motion. Place a "1" in front of the first step, a "2" in front of the second step, and so on.

______a. Assembly discusses or debates the motion

______b. Member proposes the motion

______c. Member rises and addresses the presiding officer

______d. Result of the vote is announced

______e. Presiding officer states the motion

______f. Member is recognized

______g. Presiding officer takes a vote

______h. Another member seconds the motion without rising or addressing the chair

7. Discuss how to amend a motion.

____

____

8. Select from the list below the duties of the chair by placing an "X" in the appropriate blanks.

______a. Appoint committees

______b. Decide the order of speakers

______c. Vote on all motions introduced

______d. Recognize members even when they might try to obstruct business

______e. Influence voting by giving own opinion

9. Use parliamentary procedure to conduct and/or participate in a meeting.

(NOTE: If activity nine has not been accomplished prior to the test, ask your instructor when it should be completed.)

PARLIAMENTARY PROCEDURE
UNIT II

ANSWERS TO TEST

(NOTE: The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

1. Match terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided. (13 points)

__9__ a. Used to designate place from which a member speaks

__13__ b. Whatever is suitable or proper

__3__ c. More than half of the votes cast

__6__ d. Title applied to presiding officer when performing duties

__1__ e. Set of rules for conducting a meeting in an organized and efficient manner

__10__ f. Refer questions or papers to a committee

__5__ g. Proposal that something be done; method of bringing a question before the assembly for consideration

__2__ h. Gathering or group of persons for any purpose

__7__ i. Change the wording of a motion by adding to or taking from, by striking out or inserting, by both striking out and inserting, or by substituting

__12__ j. Regular order of business

__4__ k. Records of the proceedings at a meeting

__11__ l. Procedure to allow expression of positive and negative views on a question

__8__ m. Chair recognizes a member for the purpose of making a motion

1. Parliamentary procedure
2. Assembly
3. Majority
4. Minutes
5. Motion
6. Chair
7. Amend
8. Entertain
9. Floor
10. Commit
11. Debate
12. Orders of the day
13. Decorum

2. Select from the list below basic parliamentary procedure principles. Place an "X" in the appropriate blanks. (5 points)

_____ a. Officers and executive council have more rights than other members

X b. Objective for the good of the group

_____ c. Limits debate to five minutes

_____ d. Allows for more than one subject to be discussed at a time

X e. Majority rules but rights of minority are respected

3. Arrange in order the following parts of an order of business. Place a "1" in front of the first order of business, a "2" in front of the second order of business, and so on. (10 points)

8 a. Program

4 b. Reports from officers and standing committees

7 c. New business

2 d. Call to order

10 e. Closing ceremony

6 f. Unfinished business

1 g. Opening ceremony

3 h. Reading and approval of minutes

9 i. Adjournment

5 j. Reports from special committees

4. Match the types of motions on the right to their correct descriptions on the left by placing the appropriate numbers in the blanks provided. (4 points)

3 a. Has no connection with main motion and outranks other motions

2 b. Modifies or disposes of main motion and must be voted upon before vote is taken on main action

1 c. Introduces business or brings a question directly before the assembly

4 d. Arises or relates to the procedure and may or may not refer directly to the main question

1. Main motion
2. Subsidiary motion
3. Privileged motion
4. Incidental motion

5. Match the parliamentary procedures on the right to the possible meeting occurences on the left by placing the appropriate numbers in the blanks provided. (13 points)

8 a. Prevent a motion from being voted upon

11 b. Dismiss a meeting

4 c. Change or modify

2 d. Defer a matter or kill it

13 e. Have an opportunity to vote a second time on a measure

10 f. Ask a question or make a point of order

5 g. Let a few attend to a matter

1 h. Introduce business

9 i. Determine whether a question is in accord with bylaws or is relevant

7 j. Do something contrary to the bylaws or rules

3 k. Defer action

6 l. Stop debate and order an immediate vote

12 m. Set a time for a further meeting

1. Main motion
2. Postpone indefinitely
3. Table
4. Amend
5. Commit
6. Previous question
7. Suspend the rules
   Change the bylaws
8. Withdraw a motion
9. Objection to consideration
10. Question of privilege
11. Adjourn
12. Fix a time to adjourn
13. Reconsider the vote

6. Arrange in order the following steps involved in the progression of a motion. Place a "1" in front of the first step, a "2" in front of the second step, and so on. (8 points)

6 a. Assembly discusses or debates the motion

3 b. Member proposes the motion

1 c. Member rises and addresses the presiding officer

8 d. Result of the vote is announced

5 e. Presiding officer states the motion

2 f. Member is recognized

7 g. Presiding officer takes a vote

4 h. Another member seconds the motion without rising or addressing the chair

7. Discuss how to amend a motion. (5 points)

   a. Must have a bearing on the subject

   b. Say, "I move to amend the motion by . . ."

8. Select from the list below the duties of the chair by placing an "X" in the appropriate blanks. (5 points)

   __X__ a. Appoint committees

   __X__ b. Decide the order of speakers

   _____ c. Vote on all motions introduced

   _____ d. Recognize members even when they might try to obstruct business

   _____ e. Influence voting by giving own opinion

9. Use parliamentary procedure to conduct and/or participate in a meeting. (40 points)

   (NOTE: Activity nine should be evaluated to the satisfaction of the instructor.)

HOME ECONOMICS RELATED OCCUPATIONS
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to investigate a home economics related occupation. This knowledge will be evidenced by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with home economics related occupations to the correct definitions.
2. Name the six home economics related occupational areas.
3. Evaluate personal abilities.
4. Chart personal goals.
5. Investigate a home economics related occupation.

HOME ECONOMICS RELATED OCCUPATIONS
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Discuss unit and specific objectives.

D. Discuss information and assignment sheets.

E. Invite resource people (e.g. home economics related workers) to discuss their occupations. Brainstorm with students before introducing Assignment Sheet #3; list things they want to know about jobs.

Examples: Duties, salary, advantages, and working conditions

F. Collect current information/brochures concerning home economics related occupations.

G. Write U.S. senator for free copy of *Occupational Outlook Handbook*, 1976-77 edition.

H. Have student make a word-a-gram or word scramble using home economics related occupations and exchange with other students. This should reinforce the lists in unit and stimulate curiosity about various workers and their duties.

I. Play "What's My Line" to present Assignment Sheet #3 to class.

J. Show filmstrip "Career Awareness" from *Coed*, if available.

K. Check film catalog for job interview films.

(NOTE: This catalog and free loan of films are available to Oklahoma teachers upon request from Curriculum Division, State Department of Vocational-Technical Education, 1515 W. 6th, Stillwater, OK 74074.)

L. Give test.

M. Reteach if necessary.

II. Unit references:

A. Clements, Irene, and Coffey, Judy. *Home Economics I: Basic Core Curriculum.* Stillwater, Oklahoma: State Department of Vocational Technical Education, 1972.

B. *Career Exploration in the Fashion Industry.* Fashion Industry Series, no. 1. Washington, D.C.: U.S. Government Printing Office, 1973

(NOTE: This book is for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.)

C. "Opportunities in Home Economics." *Career World: The Continuing Guide to Careers* 5: 6-17.

(NOTE: Subscription is available from Curriculum Innovations, Inc., 501 Lake Forest Avenue, Highwood, Illinois 60040.)

III. Additional references:

A. Kupsinel, Penelope Easton, and Channels, Vera G. *Home Economics Careers.* Danville, Illinois: Interstate Printers and Publishers, 1974.

B. *Education and Career Opportunities in the Consumer Field.* Salt Lake City, Utah: University of Utah, 1976.

(NOTE: This is available from Family and Consumer Studies, University of Utah, 215 Family and Consumer Studies Building, Salt Lake City, Utah 84112. The cost is $1.75 each.)

C. *Your Future . . . Careers in Consumer Finance.* Available from National Consumer Finance Association, 1000 16th Street NW, Washington, D.C. 20036.

(NOTE: A single copy of this is free.)

D. Paris, Jeanne. *Your Future as a Home Economist.* Highwood, Illinois: Career World Book Service, 1976.

(NOTE: This is available for $1.95.)

E. *Occupational Outlook Handbook.* 1976-77 ed. Washington, D.C.: Department of Labor, Bureau of Labor Statistics, 1976.

F. *Career Guidance.* Available from Butterick Publishing, Box F - 2, 161 Sixth Avenue, New York, NY 10013.

G. *Vital Information for Education and Work (VIEW).* Available from Les Miller, 1515 West Sixth, Stillwater, Oklahoma 74074.

H. *Occupational Training Information System (OTIS).* Teacher source of occupational demands in area. OTIS is mailed to superintendent's and counselor's offices each January.

HOME ECONOMICS RELATED OCCUPATIONS
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Technical/support occupations--Workers are required to hold high school diploma or have vocational training, advanced training, on-the-job training, or associate degree

(NOTE: High school home economics studies and Future Homemakers of America chapter activities are good preparation for some technical/support occupations.)

B. Professional occupations--Workers are required to hold at least a bachelor's degree in some area of home economics

C. Occupation--Group of similar jobs

D. Job--Group of similar positions in a single company, business establishment, or educational agency

E. Career--Progress of individual in relation to his/her work; may include a variety of jobs and occupations

F. Work--Any kind of planned or responsible activity in which an individual engages with expectation of a return for efforts

G. Consumer affairs--"Umbrella" or "catch-all" term which covers consumer protection, consumer education, and consumer economics

H. Rehabilitation--Special type of education designed for the physically, mentally, emotionally, or socially handicapped

II. Home economics related occupational areas

(NOTE: The occupation of homemaker involves all of the following areas.)

A. Food and nutrition

Examples of technical/support occupations: Bus person, dishwasher, salad maker, waiter or waitress, fry cook, fountain person, kitchen helper, dietitian's aide, baker's aide, second cook, breakfast cook, vegetable cook, broiler cook, baker, butcher, dietary technician, purchasing agent, host or hostess, cashier or checker, chef, food service operation supervisor, storeroom supervisor, food service kitchen supervisor, caterer, food processing technician

INFORMATION SHEET

Examples of professional occupations: Food production manager, personnel director, dietitian, food/beverage analyst, nutritionist

B. Consumer affairs

Examples: Consumer education aide, bank home economist, utility company home economist, consumer economist, merchandise evaluator, consumer correspondent, consumer representative, budget consultant

C. Family relations and child development

Examples of technical/support occupations: Day care aide, child care aide, play room attendant, nursery school attendant, Head Start aide, kindergarten aide, babysitter, camp couselor

Examples of professional occupations: Day care teacher, social welfare administrator, child development specialist, kindergarten teacher, nursery school teacher, marriage counselor, child psychologist

D. Textiles and clothing

Examples of technical/support occupations: Alteration finisher, bridal consultant, clothing inspector, department store buyer, fashion coordinator, sewing instructor, textile technician, dressmaker, dressmaker's aide, sample maker, garment fitter, buyer, stock clerk, salesperson, milliner, hand sewer, pattern maker, pattern grader, sketcher, folder, bundler, spreader, sewing machine operator, production cutter, colorist

Examples of professional occupations: Costume designer, dress pattern designer, textile chemist, textile cloth designer

E. Housing and home furnishings

Examples of technical/support occupations: Drapery/upholstery estimator, interior decorator, lighting consultant, management aide, stock clerk, apartment manager, salesperson, housekeeper/maid, lodging facilities (hotel, motel) manager, merchandising aide, drapery maker, slipcover maker, window decorator, drapery inspector, interior decorator's aide, upholsterer, florist's aide, hand cutter, sketcher

Examples of professional occupations: Interior designer, textile researcher, housing/home furnishings college professor or instructor

F. Education, communication, and journalism

Examples: Home economics teacher, advertising account executive, advertising copywriter, curriculum specialist, educational materials writer, editor, public health education specialist, rehabilitation specialist, county home economics extension agent

HOME ECONOMICS RELATED OCCUPATIONS
UNIT I

ASSIGNMENT SHEET #1–EVALUATE PERSONAL ABILITIES

Listed below are several areas of ability. Consider each ability individually and check the degree you believe you possess.

(NOTE: The more realistic and honest that you can be with yourself in completing Assignment Sheet #1, the more helpful it can be. THERE ARE NO RIGHT or WRONG ANSWERS!)

	Ability	Degree of Ability		
		Weak	Average	Strong
1.	Physical			
	a. Strength (lifting and lots of walking, stooping, reaching, or moving things)	_____	_____	_____
	b. Coordination			
2.	Manual (hand and finger dexterity; good at doing fine things with your hands)	_____	_____	_____
3.	Mechanical (working with tools and mechanical objects; fixing things)	_____	_____	_____
4.	Clerical (speed and accuracy with detail, numbers, names; keeping neat and accurate records)	_____	_____	_____
5.	Executive (leadership)	_____	_____	_____
6.	Social (ability to get along with others)	_____	_____	_____
7.	Musical (dancing, playing a musical instrument)	_____	_____	_____
8.	Artistic (painting, drawing, crafts, sculpting)	_____	_____	_____
9.	Mental			
	a. Verbal-meaning (ability to understand ideas expressed in words)	_____	_____	_____
	b. Spatial (ability to think about objects in two or three dimensions)	_____	_____	_____
	c. Reasoning (ability to solve problems logically)	_____	_____	_____

Adapted from an activity developed by Lois Carlson, Lorraine S. Hansen, Mary K. Klaurens, and W. Wesley Tennyson. *Self-Concept Exploration*. St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1972.

ASSIGNMENT SHEET #1

Ability	Degree of Ability		
	Weak	Average	Strong
d. Numerical (ability to work with numbers accurately)	______	______	______
e. Word-fluency (ability to write and talk easily)	______	______	______
f. Memory (ability to recall past experiences)	______	______	______

Use the questions listed below to review your evaluation.

1. Which do you see as your strongest areas? Your weakest?

Strengths	Weaknesses

2. How might this affect your choice of a vocation?

3. Which abilities haven't you attempted to use?

4. Which abilities do you think are necessary for a vocation that interests you?

5. Which ability areas would you like to improve?

HOME ECONOMICS RELATED OCCUPATIONS
UNIT I

ASSIGNMENT SHEET #2--CHART PERSONAL GOALS

Goal setting saves time. Goals are actions we intend to do. Goals are concrete and can be measured by time.

1. List three things you want to do next week from most important to least important.

   Goal 1: ______________________________

   Goal 2: ______________________________

   Goal 3: ______________________________

2. Plan your week so that Goal 1, your first priority, gets the most amount of time, thought, and energy. Keep an hourly log of activities.

3. Do another log of activities for one week. Re-evaluate how you used your time. Did Goal 1 receive the most amount of time?

4. Recall the fable "The Tortoise and the Hare." Which of these characters do you identify with?

5. Chart your goals using the "My Goals" chart included in this assignment sheet.

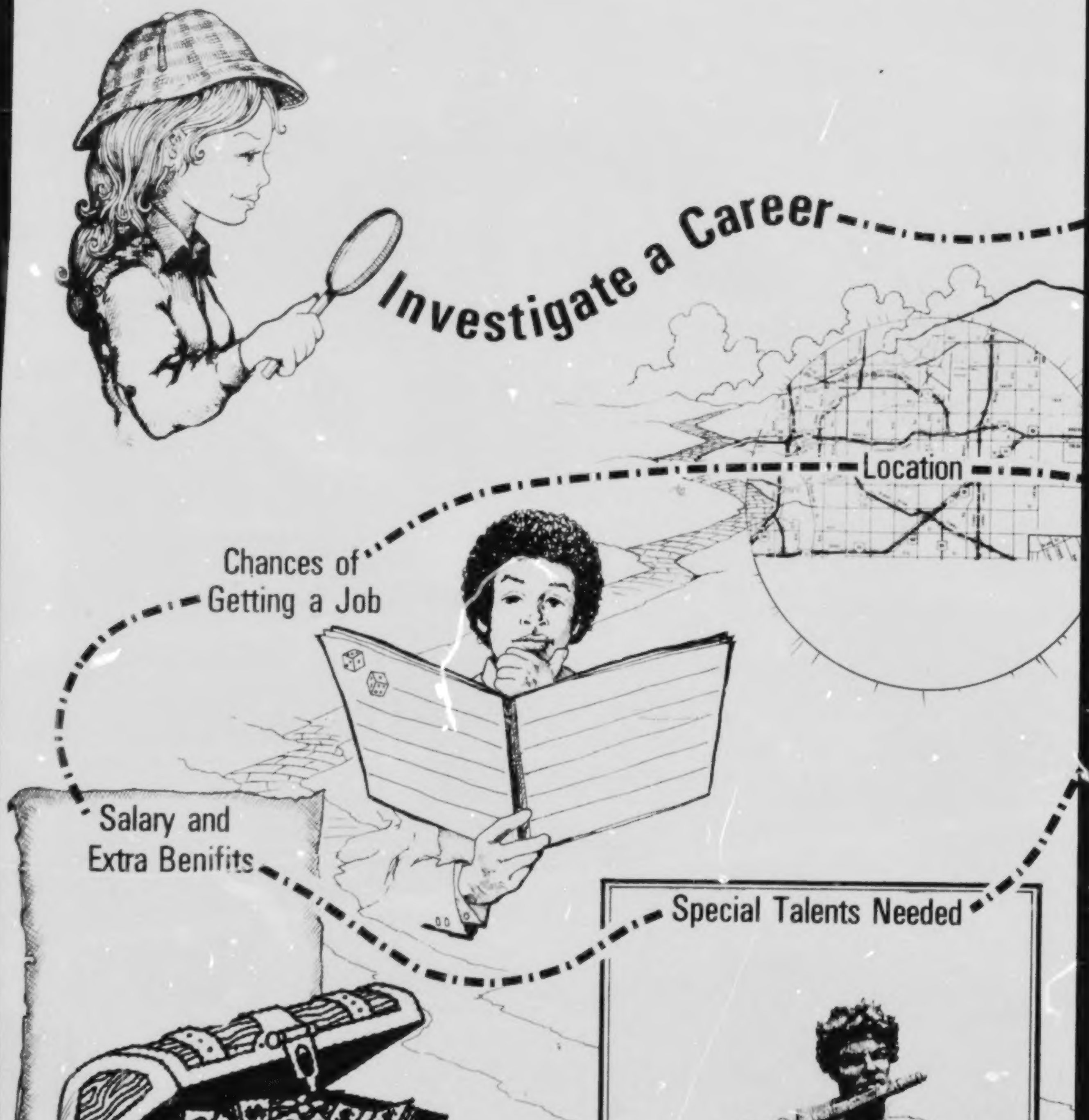
ASSIGNMENT SHEET #2

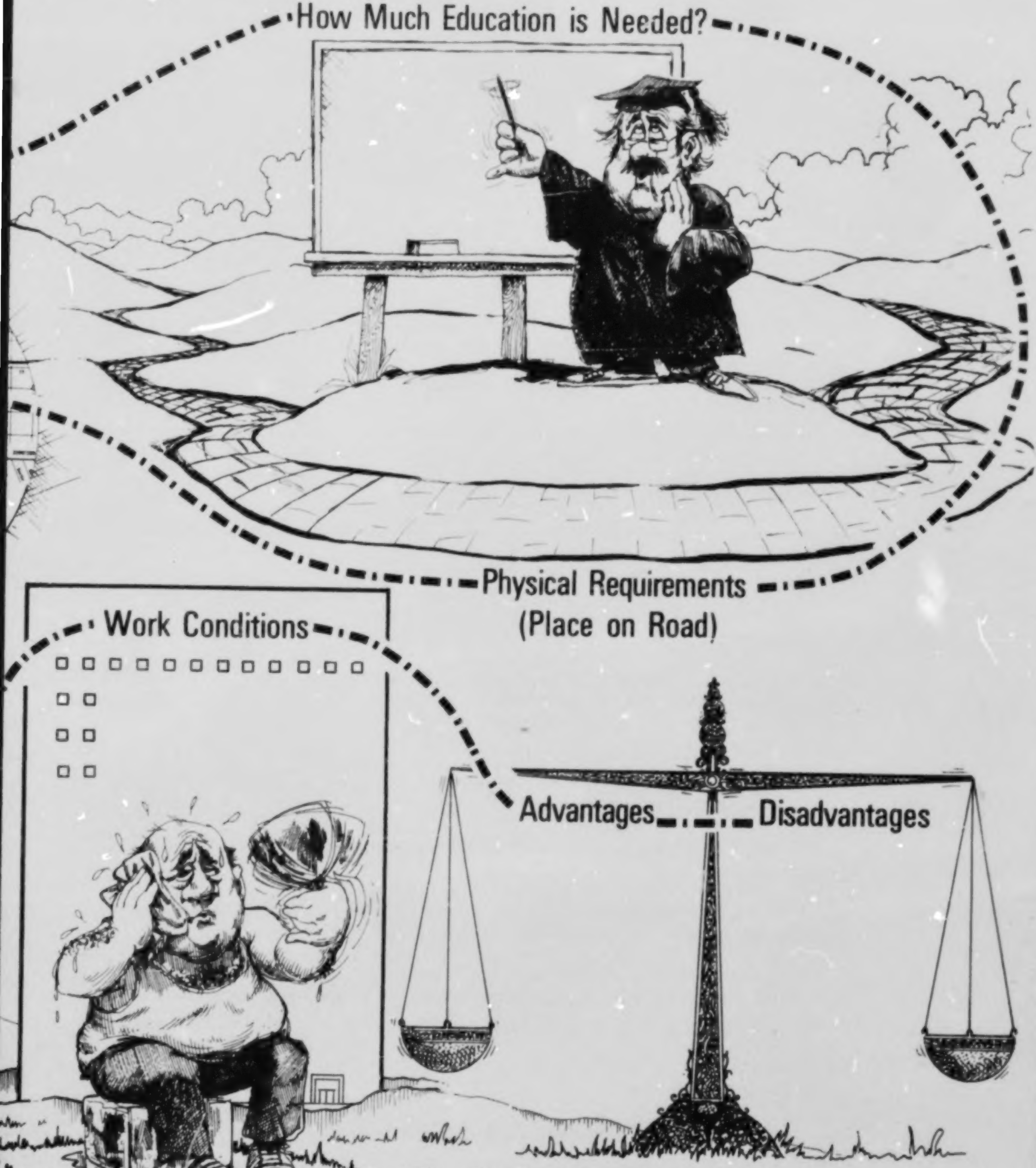
My Goals

Set your goals. Some of these may be tentative. Some may be definite. Continue to re-evaluate the amount of time, energy, and thought you give to achieving your goals.

Goals	School	Work	Interests and/or Hobbies	Others (home, social, etc.)
Short-Range Goals Today, this week, or this month				
Long-Range Goals Next semester				
Next year				
Two years				
Five years				
Ten years				

Think about these goals and how they fit together. Try to select the goal that seems most important to you right now and work it out in more detail on another sheet of paper. Set your priorities on short-range goals. Re-evaluate the amount of time you give to your most important goals.


Investigate a Career
Location
Chances of Getting a Job
Salary and Extra Benifits
Special Talents Needed


How Much Education is Needed?
Physical Requirements (Place on Road)
Work Conditions
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
☐ ☐
☐ ☐
☐ ☐
Advantages
Disadvantages

The Career I Investigated Was: ____________________

____

Investigator: ______________________________

HOME ECONOMICS RELATED OCCUPATIONS
UNIT I

ASSIGNMENT SHEET #3--INVESTIGATE A HOME ECONOMICS RELATED OCCUPATION

Traditionally, home economics has had the reputation of a "lightweight" field in some quarters--a career area geared to teaching little girls to make pot holders and to know their p's and q's. But nowadays, home economics is without a doubt a "heavyweight" area, concerned with many of the critical problems facing our society.

Resource management
Conservation of energy
Rising cost of living
Health, education, and welfare of youth
Care of the elderly and handicapped
Population problems
Quality of consumer products and services

In pursuing answers to these problems, home economists may work in large cities, small towns, or rural areas. Or they may work at local, national, or world levels. For example, over 300 home economists are now in the Peace Corps and others work for such agencies as VISTA and UNESCO.

As a group, home economists are concerned with helping people look, feel, and live better, particularly within the home/family unit.

Home economics is such a broad field that all your high school courses are likely to be valuable to you. Here are some of the connections between today's classes and tomorrow's career.

1. Home economics is related to people at home and in the community--their housing, food, clothing, personal relationships, money, health, and so on. Your classes in social studies, literature, math, and economics will prepare you to think in these terms.

2. If you choose to work with food--in nutrition, dietetics, or other jobs--your experience in chemistry and biology will be extremely useful.

3. For clothing and interior decoration--two facets of home economics-- some art is recommended.

4. Jobs involving housing or household equipment are likely to call for knowledge of math and physics, as well as chemistry.

5. Classes in literature, writing, or speech will help develop the skills needed to enter home economics jobs in journalism, radio or TV, teaching, and extension work.

6. And, with the growing international scope of home economics, any knowledge of foreign languages can be very helpful.

Choose a home economics related occupation that you are interested in and investigate the total picture for details.

HOME ECONOMICS RELATED OCCUPATIONS
UNIT I

TEST

NAME ______________________________ SCORE ____________________

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____a. Workers are required to hold high school diploma or have vocational training, advanced training, on-the-job training, or associate degree

_____b. Workers are required to hold at least a bachelor's degree in some area of home economics

_____c. Group of similar jobs

_____d. Group of similar positions in a single company, business establishment, or educational agency

_____e. Progress of individual in relation to his/her work; may include a variety of jobs and occupations

_____f. Any kind of planned or responsible activity in which an individual engages with expectation of a return for efforts

_____g. "Umbrella" or "catch-all" term which covers consumer protection, consumer education, and consumer economics

_____h. Special type of education designed for the physically, mentally, emotionally, or socially handicapped

1. Professional occupations
2. Consumer affairs
3. Occupation
4. Technical/support occupations
5. Career
6. Rehabilitation
7. Work
8. Job

2. Name the six home economics related occupational areas.

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

3. Evaluate personal abilities.
4. Chart personal goals.
5. Investigate a home economics related occupation.

(NOTE: If activities 3-5 have not been accomplished prior to the test, ask your instructor when they should be completed.)

HOME ECONOMICS RELATED OCCUPATIONS
UNIT I

ANSWERS TO TEST

(NOTE: The point system designed in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 50.)

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided. (16 points)

    4 a. Workers are required to hold high school diploma or have vocational training, advanced training, on-the-job training, or associate degree

    1 b. Workers are required to hold at least a bachelor's degree in some area of home economics

    3 c. Group of similar jobs

    8 d. Group of similar positions in a single company, business establishment, or educational agency

    5 e. Progress of individual in relation to his/her work; may include a variety of jobs and occupations

    7 f. Any kind of planned or responsible activity in which an individual engages with expectation of a return for efforts

    2 g. "Umbrella" or "catch-all" term which covers consumer protection, consumer education, and consumer economics

    6 h. Special type of education designed for the physically, mentally, emotionally, or socially handicapped

    1. Professional occupations
    2. Consumer affairs
    3. Occupation
    4. Technical/support occupations
    5. Career
    6. Rehabilitation
    7. Work
    8. Job

2. Name the six home economics related occupational area (6 points)

    a. Food and nutrition

    b. Consumer affairs

    c. Family relations and child development

   d. Textiles and clothing
   e. Housing and home furnishings
   f. Education, journalism, and communication
3. Evaluate personal abilities. (6 points)
4. Chart personal goals. (6 points)
5. Investigate a home economics related occupation. (16 points)

(NOTE: Activities 3-5 should be evaluated to the satisfaction of the instructor.)

LOCATING A JOB
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to locate a job. This knowledge will be evidenced by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with locating a job to the correct definitions.
2. Name sources for finding a job.
3. Discuss factors to consider in finding the right job.
4. Complete sample employment test.
5. Examine job interests.
6. Write an application letter.
7. Prepare a resumé.
8. Complete employment application form.
9. Write a follow-up letter.

LOCATING A JOB
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for the instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Invite resource person (e.g. business owner, personnel director, superintendent or principal) to discuss "What I look for on application letters, resumés, employment application forms, and follow-up letters."

      (NOTE: Ask them to point out the importance of developing these skills now even though applying for a job may seem to be years away.)

   F. Collect newspaper ad sections for students to use in completing assignment sheets.

   G. Invite representative from employment agency to explain how employment agency can benefit students in locating employment.

      (NOTE: A representative from state employment service will come to Oklahoma schools without charge.)

   H. Collect employment application forms from businesses in local area. If possible, after student has achieved on a sample employment application included in unit, have student complete a "real" application form; evaluate for test.

   I. Obtain actual letters of application to show students.

   J. Give test.

   K. Reteach if necessary.

II. Unit references:

   A. Clements, Irene, and Coffey, Judy. *Home Economics I: Basic Core Curriculum.* Stillwater: Oklahoma State Department of Vocational Technical Education, 1972.

   B. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work* Bloomington, Illinois: McKnight Publishing Company, 1975.

LOCATING A JOB
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Blind ad--Advertisement placed in the help wanted section of the classified ads that does not identify the company placing the ad

Example:

SECRETARY

Insurance agency needs person experienced in commercial insurance. 5-day work week. Salary $875 plus fringe benefits. Free parking. Send resume to P.O. Box D 493 Oklahoman and Times

B. Employment wanted ad--Advertisement placed in the newspaper by individual seeking employment

Example:

Child Care, $18.50 per week. Near SW 44 & May. Call 681-1044

Get Blessed with lots of learning. Child care in my home, hot lunches. NW area. 943-9734

Child care, large playroom, fenced yard, hot meals, low rates. 685-4162

Kiddie Corner, 1220 NW 31. 579-1262. Open nights, 7 days

Child care, after 3, hot meals. $20-30 M-WC 732-1023

Excellent child care, my home day or night. 672-0127

C. Help wanted ad--Advertisement placed in the classified section of the newspaper requesting applicants for job offerings

Examples:

HOUSEKEEPING

Linen room, am shift, must be dependable, ability to sew. Personnel Dept. Deaconess Hospital 5501 N. Portland.

Wanted someone to live in and care for a partially disabled gentleman. Call 789-0342

Child care needed after schl in my home. Trans, 5 days, ref. Call before 6pm, 840-2798

Babysitter needed, the Village, for 2 children from 3:30 to 6:15 Mon. - Fri., call 848-6396

D. Resumé--Brief, typed summary of one's qualifications and experiences that is used in applying for a job (Assignment Sheet #6)

INFORMATION SHEET

II. Sources for finding a job

A. School placement service

(NOTE: Ask your home economics teacher or counselor if your school is able to provide this service to students.)

B. People

(NOTE: TELL PEOPLE THAT YOU ARE JOB-HUNTING!!! The more people that are aware that you are interested in obtaining a job the better chance you have in locating employment.)

Examples: Teachers, counselors, ministers or priests, friends, relatives, neighbors, acquaintances, political officials, business people, and people employed in the type of job you want

C. Newspapers

(NOTE: Use both the help wanted ads and employment wanted ads.)

D. Employment agencies

(NOTE: Employment agencies may charge a fee.)

E. Employment offices of private business firms

III. Factors to consider in finding the right job

A. Analyze personal abilities (Assignment Sheet #1)

B. Study future goals (Assignment Sheet #2)

(NOTE: Where do you hope to be and what do you hope to be doing in five years or ten years? Remember, in order to reach goals, accepting less desirable jobs may be necessary.)

C. Examine interests (Assignment Sheet #3)

Examples: Favorite school subjects, least favorite school subjects, hobbies, sports and special interests; types of people with whom you like to work; where you like to work (indoors or outdoors, small or large firm); types of work you like and dislike

D. List basic job skills

Examples: Writing, talking, listening, reading, grammar and word usage, spelling, punctuation, vocabulary, mathematics, and numbers

INFORMATION SHEET

E. List your specific job skills

F. Analyze the jobs available to find specific skills and rates of accuracy required

G. Take employment tests to evaluate specific job skills (Assignment Sheet #4)

H. Match personal skills to those required for specific jobs

I. Write an application letter, prepare a resumé, complete an application form, and write a follow-up letter (Assignment Sheets #5, #6, #7, and #8)

LOCATING A JOB
UNIT II

ASSIGNMENT SHEET #1--COMPLETE SAMPLE EMPLOYMENT TEST

Some places of business in which you might apply for work may require you to take an employment test. Subject areas which might be covered on employment tests include vocabulary, grammar, math, spelling, reading comprehension, reasoning, filing, comparison, skills (typing, shorthand, transcription), proofreading, psychological items.

In order for you to do well on such a test there are some "hints" included below.

Take a few deep breaths before beginning the test. Follow directions, such as "circle," "underline," or "print." Also, follow specifically any instructions, such as using a special pencil or checking only one answer. WRITE or PRINT CLEARLY. If there is something you do not understand ask before the test begins. Go through the test in order marking answers carefully. Answer the easiest questions first; do not spend a lot of time on one question. Recheck answers if you finish early. Make sure the test number matches the number on the answer sheet.

(NOTE: Ask to move if the sun is going to be in your eyes or if you are sitting in a draft and let the tester know if you cannot hear directions.)

The following employment test has fifty-five questions. Answer each question as carefully and completely as possible. Be sure to follow the specific directions for each section.

Directions: Each question below gives several suggested spellings for a word. Decide which spelling is correct and circle the letter preceding that word.

1. a. Propposal

   b. Propossal

   c. Proposal

   d. Propossal

   e. None of these

2. a. Bookeeping

   b. Bookepping

   c. Bookkeping

   d. Bookkeeping

   e. None of these

ASSIGNMENT SHEET #1

3. a. Iteniary
   b. Itinerary
   c. Inenerary
   d. Itenirary
   e. None of these
4. a. Conferance
   b. Conference
   c. Confference
   d. Conferience
   e. None of these
5. a. Transferrable
   b. Transferable
   c. Transfferable
   d. Transferible
   e. None of these

Directions: In the following sentences, circle the word which makes the sentence correct.

6. You should (of, have) participated in the promotion.
7. It (will, won't) take but a minute.
8. He is (confidant, confident) that you will enjoy the play.
9. I would (advice, advise) her to stay in London another week.
10. The documentary contained more than (thirty, 30) pages of directions.

Directions: Punctuate correctly the following sentences.

11. The reference book Charm and Poise for Getting Ahead is now available at Martins Book Store
12. Examinations will be given for a number of different positions for example typist and general clerk secretary office manager and bookkeeper
13. The meeting is now scheduled for December 12 1972

ASSIGNMENT SHEET #1

14. Our district manager Mr Carther will call on you

15. He said I appreciate the trouble you have gone through to get me elected gentlemen but you cant tell me how to vote in this election

Directions: Solve each of the following problems and circle the letter preceding the correct answer.

16. Which number in the following group of numbers represents the smallest amount?
    a. 3
    b. 1
    c. .95
    d. 732
    e. .05

17. Subtract: 150.07 - 2.3 =
    a. 147.77
    b. 148.04
    c. 149.84
    d. 157.77
    e. None of these

18. Find: 6% of $379.20 =
    a. $22.74
    b. $22.75
    c. $227.42
    d. $227.52
    e. None of these

19. What number is missing from the series?

    67 59 51 43 ___ 27

    a. 38
    b. 37
    c. 34
    d. 35
    e. None of these

ASSIGNMENT SHEET #1

20. Five pounds of paper sells for $2.00. How many pounds can you buy for 80 cents?

a. 3

b. 1 1/2

c. 2

d. 4

e. None of these

Directions: Write the following amounts in words.

21. $273.75 ____

22. 61 1/3 ____

23. 90 10/16 ____

24. 100% ____

25. $6,372.15 ____

Directions: Below are ten pairs of names and numbers. If the two sets are exactly the same, circle the "S;" if they are different, circle the "D."

Example: A. A. Glensen - A. H. Glensen S [✓ D]
Martin Matthews - Marlin Matthews S [✓ D]
Newton Domestics - Newton Domestics [✓ S] D

26. Gurney Bascombe - Garney Bascombe S D

27. Robert's Florals - Roberta's Florals S D

28. M. N. Wojciechowsi - M. N. Wojciechowski S D

29. Paul J. Siegelman - Paul J. Siegelman S D

30. Williams, Owens, & Scott - Williams, Owens, & Scott S D

31. Liebster & Liebsten - Liebsten & Liebsten S D

32. Groves & Oppenhiemer - Groves & Oppenheimer S D

33. A376-5972147 - A367-59772147 S D

34. AV-372249576 - AV-3724295676 S D

35. P. F. DeSimone - F. P. DeSimone S D

ASSIGNMENT SHEET #1

Directions: Proofread the paragraphs below and punctuate. Circle spelling errors and make any other additional corrections as necessary, such as deleting words, underscoring, etc., to create grammatically correct paragraphs.

36 - 50 In planning your new office you have probably accumulated a great deal of up to date information on the subject of carpeting. However there is something which you may not have considered in detail - the use of decorative tiles as an attractive flooring throughout your office

This is a question which should be considered seriously. When a young architect decide to build a dreem office the idea that tilting can be used to compliment the floor plan appears out of the question. Unless you are well acquainted with the newest patterns in decorative tiles however, you have no idea of the unusual affect that some of these patterns may have in office styling

Directions: In each of the following problems, select the names that would be first if the names were arranged in alphabetical order. Circle the letter preceding that name.

51. a. Victor Gongala
b. Anita Dubcheick
c. Martha Carter
d. Carol Eisler
e. Cari Schwartz

52. a. Top Quality Motel
b. The 201 Cleaners
c. T. A. Tremont
d. Wilkins Market
e. The Victory Corp.

53. a. S. James Santos
b. San Francisco Tools, Inc.
c. S. A. Sampler
d. Sands Aircraft Co.
e. San Diego Suppliers

ASSIGNMENT SHEET #1

54.
- a. Elizabeth Barnes
- b. Allen E. Bates
- c. Anna Benson
- d. AA Products
- e. Andrew Jamisen

55.
- a. P. C. Payton
- b. The Kline Corp.
- c. T. G. Products, Inc.
- d. Lawson's Hotel
- e. Alice Payne

LOCATING A JOB
UNIT II

ASSIGNMENT SHEET #2--EXAMINE JOB INTERESTS

What kind of job would you like to have and how important is it to you? Indicate the degree of importance you would personally attach to each item. Check VI (Very Important), I (Important), UI (Unimportant), or VU (Very Unimportant) in the blanks to the left of each job characteristic.

VI I UI VU

___ ___ ___ ___ 1. Ability Utilization: I could do something that makes use of my abilities.

___ ___ ___ ___ 2. Achievement: The job could give me a feeling of accomplishment.

___ ___ ___ ___ 3. Activity: I could be busy all the time.

___ ___ ___ ___ 4. Advancement: The job would provide an opportunity for advancement.

___ ___ ___ ___ 5. Authority: I could tell people what to do.

___ ___ ___ ___ 6. Company Policies & Practices: The company would carry out its policies fairly.

___ ___ ___ ___ 7. Compensation: My pay would compare well with that of other workers.

___ ___ ___ ___ 8. Co-workers: My co-workers would be easy to make friends with.

___ ___ ___ ___ 9. Creativity: I could try out some of my own ideas.

___ ___ ___ ___ 10. Independence: I could work alone on the job.

___ ___ ___ ___ 11. Moral Values: I could do the work without feeling that it is morally wrong.

___ ___ ___ ___ 12. Recognition: I could get recognition for the work I do.

___ ___ ___ ___ 13. Responsibility: I could make decisions on my own.

___ ___ ___ ___ 14. Security: The job would provide for steady employment.

___ ___ ___ ___ 15. Social Service: I could do things for other people.

___ ___ ___ ___ 16. Social Status: I could be respected in the community.

Adapted from an activity developed by Mary Klaurens, Lorraine Hansen, and W. Wesley Tennyson, *Satisfactions and Rewards of Work: A Career Resource Guide* (St. Paul: Pupil Personnel Services Section, Minnesota State Department of Education, 1972).

ASSIGNMENT SHEET #2

VI I UI VU

___ ___ ___ ___ 17. Supervision-Human Relations: My boss would back up the employees.

___ ___ ___ ___ 18. Supervision-Technical: My boss would train employees well.

___ ___ ___ ___ 19. Variety: I could do something different every day.

___ ___ ___ ___ 20. Working Conditions: The job would have good working conditions.

LOCATING A JOB
UNIT II

ASSIGNMENT SHEET #3--WRITE AN APPLICATION LETTER

Cut a help wanted ad for a job in a home economics related occupation from the classified ad section of the local paper. Write a letter of application for the job using the following information and good sample letter as a guide.

(NOTE: If you cannot type, it is recommended that you write or print NEATLY using blue or black ink.)

1. Form and appearance
    a. Type or write neatly
    b. Write on only one side of paper
    c. Avoid smudges and typographical errors
    d. Use 8 1/2" x 11" white typing paper, not personal or fancy paper
    e. Spell, capitalize, and punctuate correctly
    f. Address and sign correctly
2. Information
    a. Write to a specific person

       (NOTE: Use "To Whom It May Concern" if answering a blind ad.)
    b. Be brief
        1) State the position for which you are applying
        2) Avoid details
    c. State reason for interest in job

       (NOTE: Employers want persons who look for future advancement opportunities rather than just a paycheck.)
    d. Refer briefly to the main points on the enclosed personal data sheet
    e. Mention that persons listed on the personal data sheet have given their permission to serve as references
    f. Request interview at employer's convenience
        1) Tell where you can be reached
        2) Enclose self-addressed envelope and personal data sheet

ASSIGNMENT SHEET #3

3. Be original in your approach

   a. Attract attention in opening paragraph

      Examples:

      Dear Mr. Money:

      Have you ever wished you had an assistant who has experience in child care and directing activities with children? I might be the one.

      Dear Ms. Owner:

      Mr. Co-worker informed me that you are in need of a person who can handle serving food to the public. I beleive that my experience and training has taught me how to serve food in a safe, sanitary, and friendly manner.

   b. Do not be "silly" or "flowery"

4. End the letter properly

   (NOTE: "Sincerely yours" or "Very truly yours" is appropriate.)

5. Use permanent address for the return address and make sure to include the current date

6. Cover all the points requested in the advertisement in exactly the order asked for, since some prospective employers make it a point of testing the applicant's ability to follow directions

7. What are examples of poor form in the first application letter from Cindy Jones?

8. How did Cindy Jones' second letter improve?

ASSIGNMENT SHEET #3

Mrs. Jane Doe
Happy Time Day Care Center
Someplace, Oklahoma
74073

Dear Mrs. Doe,

I am writing to ask about a job in your day care center. I just completed the 9th grade where I took some ~~H~~ courses in vocational H. E.

For awhile I worked at Kiddie School where I learned ~~H~~ many things about it.

I want to work in a day care center. Hoping to hear from you soon.

your friend,
Cindy Jones

ASSIGNMENT SHEET #3
SAMPLE LETTER OF APPLICATION

110 Lemon Avenue
Somewhere, Oklahoma 74074
February 15, 1977

Ms. Jane Doe, Manager
Happy Time Day Care Center
Someplace, Oklahoma 74073

Dear Ms. Doe:

Please consider this letter an application for the position of child care aide with the Happy Time Day Care Center.

In June I completed the 9th grade in Somewhere High School where I completed one year of vocational home economics. A record of my high school courses, grades, and previous work experience is included on the attached data sheet.

While enrolled in the home economics program, I received work experience with Ms. John Smith of Kiddie School in Somewhere. Ms. Smith has given me permission to list her name as a reference.

I enjoyed my work experience with Kiddie School and should like to continue in this line of work. I would appreciate the opportunity to come in and talk over this matter with you at your convenience. I may be reached at the above address or by telephone at 377-2000.

Sincerely yours,

Cynthia Jones

Cynthia Jones

Enclosure

LOCATING A JOB
UNIT II

ASSIGNMENT SHEET #4--PREPARE A RESUMÉ

Write a resumé to be included with your letter of application. Select the style of your choice or use the example on the following page as a guide. Make sure your resumé meets the following standards: logically organized, neatly typed, error free, in outline form, limited to one page, if possible, and honest about qualifications and experiences. The following information should be included in your resumé.

1. Name, address, phone number
2. Position for which you have applied
3. Small photograph of self
4. Personal information
    a. Age, weight, height
    b. Health
    c. Date of birth
    d. Marital status
5. Educational information
    a. Names and addresses of schools attended
    b. Dates you attended each
    c. Subjects studied
    d. Awards and activities
6. Work experience
    a. Name and address of company
    b. Length of time worked
    c. Brief description of duties and responsibilities; be specific and use action words

ASSIGNMENT SHEET #4

7. Special skills and interests

8. Personal references

(NOTE: Be sure to obtain permission before using someone as a reference.)

ASSIGNMENT SHEET #4

SAMPLE RESUMÉ
PERSONAL DATA SHEET

NAME: Jay Jamison

ADDRESS: 4 Holly Lane
Stillwater, Oklahoma 74074

TELEPHONE: 377-0457

SCHOOL: 9th grader at Stillwater High School

AGE: 14 years

HEIGHT: 5'2"

WEIGHT: 115 lbs.

HEALTH: Excellent

MARITAL STATUS: Single

SUBJECTS STUDIED:

Home Economics I - 2 semesters
English I - 2 semesters
Physical Education - 2 semesters
Algebra I - 2 semesters
Oklahoma History/Civics - 1 semester each

STUDENT ACTIVITIES:

Secretary, 9th grade class
Member of Future Homemakers of America
Member of FHA Banquet/Entertainment Committee
Chairman, Baptist Youth Commission
Member of varsity basketball
Manager of baseball team

SPECIAL SKILLS:

Individual and group child care experiences in constructing crafts for children

WORK EXPERIENCE:

Employed as busboy at McPherson's Cafeteria - Saturdays
Sacker at Consumer's IGA - Summer
Babysitting for individuals for two years after school and in the summer

REFERENCES:

Ms. Joan White
Home Economics Instructor
Stillwater High School
1200 N. Main
Stillwater, Oklahoma 74074

Ms. Donna Ray
Nursery Supervisor
University Heights Baptist Church
323 S. Knoblock
Stillwater, Oklahoma 74074

Mr. and Mrs. R.L. Jones
(babysitting customer)
1400 McElroy
Stillwater, Oklahoma 74074

Date Compiled ____________

Signature ________________

LOCATING A JOB
UNIT II

ASSIGNMENT SHEET #5--COMPLETE EMPLOYMENT APPLICATION FORM

Complete the following application form using the guidelines below. Use information corresponding to the classified ad and to your letter of application. Use information about yourself from your personal data sheet.

(NOTE: Although each business uses its own form, general rules of preparation apply to any form.)

1. Be prepared
   - a. Take pen and pencil with you
   - b. Take copies of personal data sheet (resumé)
2. Look over entire form before starting to write; do not hurry
3. Follow directions
   - a. Note whether information is to be printed or handwritten
   - b. Carry out all directions
4. Write clearly, neatly, and legibly
5. Answer briefly
6. Be honest
7. Answer all questions

   (NOTE: If questions do not apply to you, write "Not Applicable" or "N/A" in the space to show that you did not overlook the question.)
8. Include complete information; use personal data sheet
9. Recheck application when finished
10. Avoid cross-outs and obvious erasure marks
11. Do not list any restrictions to the geographic area in which you would work unless you would absolutely not consider other geographic areas
12. Use the word "open" for questions about minimum salary since most employers pay standardized rates and will not negotiate on this

HE I - 43-B

"WE ARE AN EQUAL OPPORTUNITY EMPLOYMENT COMPANY. WE ARE DEDICATED TO A POLICY OF NON-DISCRIMINATION IN EMPLOYMENT ON ANY BASIS INCLUDING RACE, CREED, COLOR, AGE, SEX, RELIGION OR NATIONAL ORIGIN; OR PHYSICAL DEFECTS"

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE

NAME LAST FIRST MIDDLE

PRESENT ADDRESS STREET CITY STATE ZIP

PERMANENT ADDRESS STREET CITY STATE ZIP

PHONE NO. SOCIAL SECURITY NUMBER

REFERRED BY

EMPLOYMENT DESIRED

POSITION DATE YOU CAN START SALARY DESIRED

ARE YOU EMPLOYED NOW? IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER

EVER APPLIED TO THIS COMPANY BEFORE? WHERE WHEN

LAST

FIRST

MIDDLE

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

U. S. MILITARY OR NAVAL SERVICE RANK PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.)

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

(CONTINUED ON OTHER SIDE)

44-B

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF TWO PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

TO BE COMPLETED DAY EMPLOYMENT BEGINS

DATE

HEIGHT WEIGHT AGE DATE OF BIRTH

SINGLE MARRIED WIDOWED CITIZEN U.S.A. SEX

THE ABOVE INFORMATION NEEDED FOR PENSION, HOSPITALIZATION INSURANCE, ETC., AND NOT FOR HIRING PURPOSES.

INTERVIEWED BY DATE REMARKS

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

LOCATING A JOB
UNIT II

ASSIGNMENT SHEET #6--WRITE A FOLLOW-UP LETTER

1. Write a follow-up letter thanking the employer for the interview. Use any form you wish or follow the format of the sample follow-up letter on the next page.

2. Make sure your letter meets the following standards.

    a. Typed or written perfectly

    b. Clean, neat, and attractively arranged on the paper

    c. Free from spelling, punctuation, and grammatical errors

    d. Sent within a day or two after the interview

3. Your follow-up letter might include the following points.

    a. Expression of appreciation for interviewer's time and interest

    b. Summary of your qualifications and interest in the position

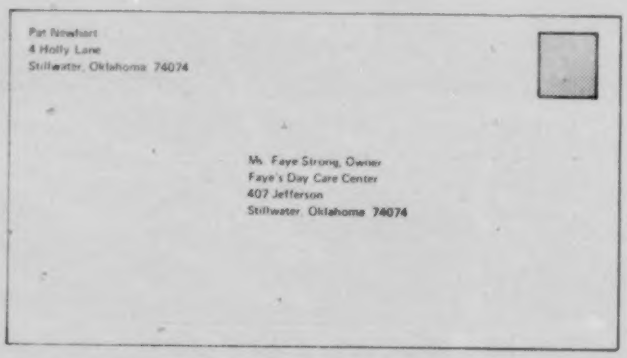
    c. Your name, address, and phone number (to make it easier for your employer to contact you)

4. Make this last bid for the job a prime example of your excellent work habits. Make the letter as clean, neat, and well-worded as you possibly can.

5. Address a legal-sized envelope (Figure 1)

    (NOTE: Be sure and type the address EXACTLY the same as the inside address of the letter.)

FIGURE 1



Pat Newhart
4 Holly Lane
Stillwater, Oklahoma 74074

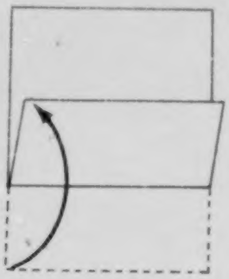
Ms. Faye Strong, Owner
Faye's Day Care Center
407 Jefferson
Stillwater, Oklahoma 74074

ASSIGNMENT SHEET #6

6. Fold letter

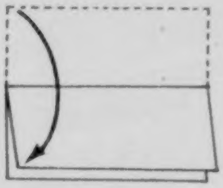
   a. Fold slightly less than one-third of the letter toward the top (Figure 2)

FIGURE 2



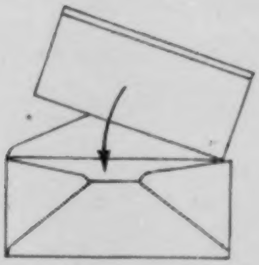
   b. Fold down the top of the letter to within 1 cm (1/2") of the bottom fold (Figure 3)

FIGURE 3



7. Insert the letter into the envelope with the last crease toward the bottom of the envelope (Figure 4)

FIGURE 4



ASSIGNMENT SHEET #6

SAMPLE FOLLOW-UP LETTER

4 Holly Lane
Stillwater, Oklahoma 74074
June 19, 1972

Ms. Faye Strong, Owner
Faye's Day Care Center
407 Jefferson
Stillwater, Oklahoma 74074

Dear Ms. Strong:

Thank you for interviewing me for the child care position in your day care center. I feel that working for Faye's Day Care Center would be enjoyable and that I could care for the children which the position requires. I hope that I will have the opportunity to prove my worth.

The application form you gave me is enclosed.

I will be available for work September 5. You may call me at my home after 3:30. The number is 377-0457.

Sincerely yours,

Pat Newhart

Pat Newhart

Enclosure

LOCATING A JOB
UNIT I

ANSWERS TO ASSIGNMENT SHEET

Assignment Sheet #1

1. c
2. d
3. b
4. b
5. b
6. have
7. will
8. confident
9. advise
10. thirty
11. The reference book, *Charm and Poise for Getting Ahead*, is now available at Martin's Book Store.
12. Examinations will be given for a number of different positions, for example, typist and general clerk, secretary, office manager, and bookkeeper.
13. The meeting is now scheduled for December 12, 1972.
14. Our district manager, Mr. Carther, will call on you.
15. He said, "I appreciate the trouble you have gone through to get me elected, gentlemen, but you can't tell me how to vote in this election."
16. e
17. a
18. b
19. d
20. c

21. Two hundred seventy-three dollars and seventy-five cents

22. Sixty-one and one-third

23. Ninety and ten-sixteenths

24. One hundred percent or 100 percent

25. Six thousand three hundred seventy-two dollars and fifteen cents

26. D

27. D

28. D

29. S

30. S

31. D

32. D

33. D

34. D

35. D

36-50 In planning your new office, you have probably accumulated a great deal of up-to-date information on the subject of carpeting. However, there is something which you may not have considered in detail - the use of decorative tiles as attractive flooring thoughout your office.

This is a question which should be considered seriously. When a young architect decide to build a dreem office, the idea that tilting can can be used to compliment the floor plan appears out of the question. Unless you are well acquainted with the newest patters in decorative tiles, however, you have no idea of the unusual affect that some of these patterns may have in office styling.

51. c

52. b

53. c

54. d

55. b

LOCATING A JOB
UNIT II

TEST

NAME ______________________________ SCORE ____________________

1. Match the terms on the right to the correct definitions. Place the appropriate numbers in the blanks provided.

    ______a. Advertisement placed in the newspaper by individual who is seeking employment

    ______b. Brief, typed summary of one's qualifications and experiences that is used in applying for a job

    ______c. Advertisement placed in the help wanted section of the classified ads that does not identify the company placing the ad

    ______d. Advertisement placed in the classified section of the newspaper requesting applicants for job offerings

    1. Blind ad
    2. Resumé
    3. Employment wanted ad
    4. Help wanted ad

2. Name three sources for finding a job.

    a. ____

    b. ____

    c. ____

3. Discuss factors to consider in finding the right job.

    ____

    ____

    ____

    ____

    ____

    ____

    ____

    ____

    ____

4. Complete sample employment test.
5. Examine job interests.
6. Write an application letter.
7. Prepare a resumé.
8. Complete employment application form.
9. Write a follow-up letter.

(NOTE: If activities 4-9 have not been accomplished prior to the test, ask the instructor when they should be completed.)

LOCATING A JOB
UNIT II

ANSWERS TO TEST

(NOTE: The point system designated in the parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

1. Match the terms on the right to the correct definitions. (8 points)

__3__ a.	Advertisement placed in the newspaper by individual who is seeking employment	1.	Blind ad
__2__ b.	Brief, typed summary of one's qualifications and experiences that is used in applying for a job	2.	Resumé
__1__ c.	Advertisement placed in the help wanted section of the classified ads that does not identify the company placing the ad	3.	Employment wanted ad
__4__ d.	Advertisement placed in the classified section of the newspaper requesting applicants for job offerings	4.	Help wanted ad

2. Name three sources for finding a job. (3 points)

   (NOTE: Any three of the following are acceptable.)

   a. People

   b. School placement service

   c. Newspapers

   d. Employment agencies

   e. Employment offices of private business firms

3. Discuss factors to consider in finding the right job. (5 points)

   a. Analyze personal abilities

   b. Study future goals

   c. Examine interests

   d. List basic job skills

   e. List your specific job skills

   f. Analyze the jobs available to find specific skills and rates of accuracy required

   g. Take employment tests to evaluate specific job skills

   h. Match personal skills to those required for specific jobs

   i. Write an application letter, prepare a resumé, complete an application form, and write a follow-up letter

4. Complete sample employment test. (15 points)

5. Examine job interests. (5 points)

6. Write an application letter. (16 points)

7. Prepare a resumé. (16 points)

8. Complete employment application form. (16 points)

9. Write a follow-up letter. (16 points)

(NOTE: Activities 4-9 should be evaluated to the satisfaction of the instructor.)

JOB SUCCESS
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to relate good grooming habits, work habits, and positive mental attitude to job success. This knowledge will be evidenced by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

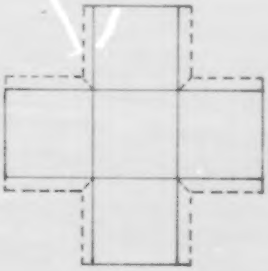
1. Match terms associated with job success to the correct definitions.
2. Name the two factors which influence job success.
3. Match desirable personality traits and attitudes associated with job success to the correct definitions.
4. Evaluate personal grooming habits.
5. Evaluate personal habits associated with job success.

JOB SUCCESS
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

- A. Provide student with objective sheet.
- B. Provide student with information and assignment sheets.
- C. Discuss unit and specific objectives.
- D. Discuss information and assignment sheets.
- E. Have students role-play examples (good and poor) of personality traits associated with job success.
- F. Play "Production Game" to reinforce objective three and set up opportunity for students to use Assignment Sheet #3.
  - 1. Materials needed
    - a. Scissors, 1 pair per group
    - b. Tape, 1 roll per group
    - c Assorted construction paper
  - 2. Directions
    - a. Divide class into teams of about five persons per group
    - b. Have each team decide on a "company name" and elect a "supervisor"
    - c. Show each "company" how to make boxes from available raw materials of construction paper, tape, and scissors; allow them a short time (about 3 minutes) to practice (Figure 1)



d. Have each "company" set "goals" for the number of boxes they can produce during a five-minute period; the "supervisor" is the spokesperson for the group

(NOTE: The instructor records the goals and actual achievements on the chalkboard. The instructor also serves as the "quality control department" and should not accept poorly constructed boxes. Also, the instructor should remind the companies that the deliveries do not count until they are delivered to the instructor. After several five-minute sessions, the companies should be setting and achieving realistic goals.)

e. Have the "supervisor" draw slips of paper which have problems written on them

Examples: Employees strike (do not allow anyone to work the first two minutes of the next round)

Two employees do not show for work (two players are taken out of the team)

Two employees are late for work (two players sit out the first minute of the next round)

Equipment was not properly cared for and, consequently, "broke down" (team cannot use the scissors for the first two minutes of the next round)

Shortage of raw materials (reduce the amount of construction paper available)

Equipment was not properly cared for and consequently "broke down" (team cannot use tape for first minute of the next round)

f. Play "Ecology" after "Production Game" in order to clean up the scraps of paper on the floor and in the work area

(NOTE: No simulation is effective if discussion of the feelings and concepts experienced during the simulation does not follow. Discussion should focus around terms in objective three and Assignment Sheet #3.)

Examples: How do various roles develop in each group, such as "idea" people and "hands-on" people?

How did the simulation involve styles of leadership, specialization of labor, stockpiling, unionization?

What effect did working under pressure to meet deadlines have?

What are ways to enhance training, such as examples, demonstration, practice, clear communication?

G. Ask resource person to speak about the importance of personal grooming habits.

H. Give test.

I. Reteach if necessary.

II. Unit reference: Clements, Irene, and Coffey, Judy. *Home Economics I: Basic Core Curriculum.* Stillwater: Oklahoma State Department of Vocational-Technical Education, 1972.

JOB SUCCESS
UNIT III

INFORMATION SHEET

I. Terms and definitions

   A. Attitude--Way which one acts and feels about people, things, and ideas

   B. Personality--Outward expression of one's true self

   C. Human relations--Continuous process of getting along with people

   D. Morale--State of mind that reflects one's attitude toward job, fellow workers, and employer

   E. Team spirit--Work done willingly by a group of people and each doing his/her share

II. Factors which influence job success

   A. Personal health and grooming

   (NOTE: Personal health resulting from eating habits, exercise, rest, and regular medical and dental checkups plus good grooming habits affects an employee's actions and attitudes.)

   B. Human relations (personality and attitudes)

   (NOTE: Once you have a job the most important factor in keeping it and succeeding in it is your ATTITUDE! Your attitude is expressed in how well you get along with others. See Assignment Sheet #2.)

III. Desirable personality traits and attitudes

   A. Adaptability--Adjusting easily to new situations

   Examples: Accept change(s) without complaint; learn new procedures and service information

   B. Cooperation--Working in harmony with others

   Examples: Observe rules and regulations; help others when possible; work well with co-workers, supervisor, and employer

INFORMATION SHEET

C. Courtesy--Being polite and acting with good manners

Examples: Show respect for co-workers, employer, and customers; return promptly from lunch and breaks so co-workers can have their rest periods; speak pleasantly

D. Dependability--Doing what one has said will be done and completing duties and assignments

Examples: Work regularly; be on time; take only the time allowed for lunch and breaks; do all of your work; follow instructions

E. Enthusiasm--Being eager to help or to take part in some activity

Examples: Show pride in doing work; look alert; do more than your share when time permits

F. Honesty--Being truthful in all things

Examples: Be careful with money; give truthful information to employers, customers, and co-workers; keep promises; do not waste time

G. Initiative--Doing things without being told

Examples: Keep busy; use slack moments or leisure time to learn more about your job; show an interest in learning and doing a good job

H. Loyalty--Being able to keep confidences and avoid gossip about work matters

Examples: Avoid public criticisms of employer, supervisor, or co-workers; do not discuss wages or raises with other employees

I. Patience--Taking time to do things right

Examples: Try to understand the needs and desires of others; control anger

(NOTE: Why is there never time to do a job right the first time, but there is always time to do a job over?!?)

INFORMATION SHEET

J. Self-control--Being able to control one's temper and emotions

Examples: Accept criticism without feeling personally threatened; maintain poise and calm

K. Tact--Being able to say the right thing at the right time

Examples: Avoid correcting customers, co-workers, and employers in a disagreeable way; learn to take care of customer complaints

JOB SUCCESS
UNIT III

ASSIGNMENT SHEET #1--EVALUATE PERSONAL GROOMING HABITS

Good grooming is essential in successful human relations. However, poor personal appearance was identified as the number one reason why people were not hired during an employment interview. Remember, the first impression of you is based on how you look. Furthermore, an employer expects you to continue to "represent" the company in appearance and action. Complete the chart below and then answer the questions which follow.

	Always	Most of the time	Occasionally	Seldom or Never
BODY CLEANLINESS AND CARE				
Do you bathe at least once daily?				
Do you bathe soon after participating in strenuous activity?				
Do you use an effective deodorant daily?				
Do you keep your undergarments fresh and clean?				
POSTURE				
Do you sit properly without slouching?				
Do you stand properly with chin up and shoulders back?				
Do you walk with your head held high and at a fast pace?				
TEETH, MOUTH, AND BREATH				
Do you have a dental checkup at least once a year?				
Do you brush your teeth at least twice daily?				
Do you use a preventative as often as necessary to avoid bad breath?				

ASSIGNMENT SHEET #1

	Always	Most of the time	Occasionally	Seldom or Never
Are you conscious of the fact that too much gum and sweets may be harmful to your teeth?				
HAIR				
Do you avoid combing or brushing your hair in public?				
Do you wash your hair at least once a week?				
Do you brush you hair daily?				
Do you wear your hair in a style that is becoming to you?				
Do you keep your brush and comb clean?				
If you have dandruff, have you tried a medicated shampoo or seen a doctor?				
FACE (FOR GIRLS ONLY!)				
Do you wash or clean your face before applying fresh makeup?				
Do you apply your makeup in moderation?				
Do you avoid applying makeup in public?				
Does the color of your makeup blend with your skin tone?				
Do you blend your makeup down onto your neck to avoid the masked look?				
FACE (FOR BOYS ONLY!)				
Do you wash or clean your face daily?				
Do you use blemish cover?				
Do you shave regulary?				

ASSIGNMENT SHEET #1

	Always	Most of the time	Occasionally	Seldom or Never
HANDS				
Do you refrain from biting your fingernails?				
Are your fingernails clean and trimmed to a moderate length?				
CLOTHING				
Do you keep your clothes in good repair, that is, no ripped seams, no missing buttons, and no pins, tape, or staples in hems?				
Do your clothes look neat, clean, and pressed?				
Do you wear clothes appropriate to the occasion?				
Do you wear shoes that fit properly?				
Do you keep your shoes brushed or polished and in good condition? (NOTE: Avoid overrun heels, scuffs, and lack of shoelaces.)				
Do you keep your outer garments free from dandruff, lint, etc.?				
Do you ever use clothing as a means to rebel against school and parental authority?				
GENERAL HEALTH AND APPEARANCE				
Do you make an effort to eat a balanced diet each day?				
Do you watch your weight carefully and try to keep it at the recommended weight for you?				

ASSIGNMENT SHEET #1

	Always	Most of the time	Occasionally	Seldom or Never
Do you avoid "junk foods"?				
Do you avoid eating what you know is harmful to your complexion?				
If you had a serious skin problem, would you consult a dermatologist?				
Do you get enough sleep each night?				
Do you have physical checkups regularly?				
Do you get sufficient physical activity?				
Are you absent no more than 1 1/4 days out of thirty on account of illness?				
Do you choose clothes that are becoming to your body?				
Do you avoid extremes in styles?				

1. What are your strengths in your personal grooming habits?

ASSIGNMENT SHEET #1

2. What areas of your personal grooming habits need improvement?

Adapted from Homemaking Research Laboratories. *Individual Instruction Units in Clothing.* Tony, Wisconsin, 1976.

JOB SUCCESS
UNIT III

ASSIGNMENT SHEET #2--HOW DO YOU GET ALONG WITH OTHERS?

A successful person should know how to get along with others. By the results of this self-test, you will see how you are doing. Check your answers.

1. You meet a person whose interests are different from yours. You would:
    a. Try to find a topic of conversation of common interest.
    b. Avoid the person.
    c. Try to put the individual in his/her place.
2. You are offered a job for which you are not fitted. You would:
    c. Try to bluff through it.
    b. Refuse to try.
    a. Admit your inadequacy and offer to learn on the job.
3. When dealing with people, such as sales clerks, waitresses, etc., you:
    a. Usually smile and say something pleasant.
    b. Are nice if they are pleasant to you.
    c. Treat them impersonally.
4. You have been overcharged in a store. You would:
    b. Pay the bill without saying anything.
    c. Tell the clerk he has cheated you.
    a. Ask the clerk to recheck the bill.
5. When you meet a person who is badly crippled, you:
    c. Try to avoid him or her.
    b. Go out of your way to be especially nice.
    a. Treat the person as you would anyone else.

ASSIGNMENT SHEET #2

6. A friend has just bought a suit which you think is unbecoming. He or she asks if you like it. You would say:

   c. "It looks terrible."

   a. "I think you'll be happy with it."

   b. "How's the weather today?"

7. You honestly feel that you:

   a. Are interested in most people.

   c. Are bored by most people.

   b. Are only really comfortable with your own clique.

8. In a store you are in no hurry, but the person after you is rushed. You:

   b. Make your selection because it is your turn.

   a. Suggest to the person to go ahead of you.

   c. Take an extra long time just to calm him or her down.

9. When you meet people of different races or religions, you:

   b. Have a secret feeling of fear.

   a. Consider them as human beings much like yourself.

   c. Are convinced your way of life is superior.

10. After a picnic you find there is no trash basket. You would:

   a. Take the papers, bottles, and food home with you.

   c. Leave it on the ground.

   b. Try to hide the trash on the property.

JOB SUCCESS
UNIT III

SCORING AND ANALYSIS FOR ASSIGNMENT SHEET #2

HOW DO YOU GET ALONG WITH OTHERS?

Scoring

Give yourself 5 points for every "a" answer, 3 points for every "b" answer, no points for "c" answers. Add up your score.

Analysis

35 to 50 points: You are very good in your relationship with others all of the time because you respect others and treat them with interest and courtesy. You are liked by your friends and those with whom you deal in a casual way.

18 to 30 points: You do very well with others most of the time, but you are sometimes self-centered and forget to put yourself in the other person's shoes. Try working toward more of those "a" answers, and you will find that living is more pleasant than it is now.

0 to 15 points: You are having trouble--either because you are too shy or too aggressive. You know which! Good human relationships are like anything else in life. They take practice. Select someone you know who is truly gracious. Analyze his or her actions, then adapt those traits to your own personality.

JOB SUCCESS
UNIT III

ASSIGNMENT SHEET #3--EVALUATE PERSONAL HABITS ASSOCIATED WITH JOB SUCCESS

Good habits are necessary in order to establish good human relations and a good relationship with co-workers, employer, and customers.

(NOTE: If you have not yet been employed, base your evaluation on "work situations" in classroom situations.)

	YES	NO
CO-WORKERS (OR FELLOW STUDENTS)		
Do you do your own work and not leave it for someone else to do?		
Do you clean up after yourself?		
Are you willing to learn from others about how to do a job better?		
Do you contribute to morale and team spirit at place of business?		
Do you learn names of people with whom you work as soon as possible?		
Do you take a sincere interest in co-workers, their families, and their interests?		
Are you a good listener?		
Do you admit mistakes without making excuses?		
Do you assume blame for things that are your fault?		
Do you avoid gossip?		
Do you support co-workers?		
EMPLOYER (OR TEACHER)		
Are you cheerful?		
Do you feel your job is a privilege, not a right?		
Do you try always to do the best you can?		
Do you know your job?		

ASSIGNMENT SHEET #3

	YES	NO
Are you on the job unless excused?		
Are you on time and ready to work? (NOTE: Do a day's work for a day's pay!)		
Do you try to avoid waste of all kinds (material, time, equipment)?		
Do you look for a better way to do the job?		
Do you tell the truth and are you sincere?		
Do you ask questions when you need help?		
Do you try to see employer's side when there is a problem?		
CUSTOMERS (OR ANYONE WITH WHOM YOU'RE WORKING)		
Do you know what is expected of you and do you do your job well?		
Do you give business-like treatment to customers?		
Do you keep promises made to customers?		
Are you polite to customers?		
Do you recognize customers as buyers of your service and give them their money's worth?		
Are you sincere?		
Do you smile?		
Are you friendly, interested, and sympathetic?		
Do you gain the customer's confidence and listen?		
Do you try not to rush the customer?		
Do you avoid arguing with an angry customer?		
Do you avoid comments that might upset a customer?		
Do you refer matters you can not handle to supervisor?		

ASSIGNMENT SHEET #3

	YES	NO
Do you treat each customer as an individual?		
Do you take pride in winning a customer's friendship?		

1. What do you feel are your strengths in personal habits associated with job success?

2. What do you feel are your weaknesses in personal habits associated with job success?

JOB SUCCESS
UNIT III

TEST

NAME _______________ SCORE _______________

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____a. State of mind that reflects one's attitude toward job, fellow workers, and employer

_____b. Way which one acts and feels about people, things, and ideas

_____c. Continuous process of getting along with people

_____d. Work done willingly by a group of people and each doing his/her share

_____e. Outward expression of one's true self

1. Attitude
2. Team spirit
3. Human relations
4. Morale
5. Personality

2. Name the two factors which influence job success.

a. _______________________________________

b. _______________________________________

3. Match desirable personality traits and attitudes associated with job success to the correct definitions.

_____a. Working in harmony with others

_____b. Being eager to help or to take part in some activity

_____c. Being able to say the right thing at the right time

_____d. Taking time to do things right

_____e. Doing what one has said will be done and completing duties and assignments

_____f. Adjusting easily to new situations

1. Enthusiasm
2. Tact
3. Patience
4. Cooperation
5. Dependability
6. Adaptability

______g. Being able to control one's temper and emotions

______h. Doing things without being told

______i. Being polite and acting with good manners

______j. Being truthful in all things

______k. Being able to keep confidences and avoid gossip about work matters

7. Courtesy
8. Honesty
9. Loyalty
10. Initiative
11. Self-control

4. Evaluate personal grooming habits.

5. Evaluate personal habits associated with job success.

(NOTE: If activities 4 and 5 have not been accomplished prior to the test, ask the instructor when they should be completed.)

JOB SUCCESS
UNIT III

ANSWERS TO TEST

(NOTE: The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 50.)

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided. (10 points)

   4 a. State of mind that reflects one's attitude toward job, fellow workers, and employer
   1 b. Way which one acts and feels about people, things, and ideas
   3 c. Continuous process of getting along with people
   2 d. Work done willingly by a group of people and each doing his/her share
   5 e. Outward expression of one's true self

   1. Attitude
   2. Team spirit
   3. Human relations
   4. Morale
   5. Personality

2. Name the two factors which influence job success. (2 points)

   a. Personal health and grooming

   b. Human relations (personality and attitudes)

3. Match desirable personality traits and attitudes associated with job success to the correct definitions. (12 points)

   4 a. Working in harmony with others
   1 b. Being eager to help or to take part in some activity
   2 c. Being able to say the right thing at the right time
   3 d. Taking time to do things right
   5 e. Doing what one has said will be done and completing duties and assignments
   6 f. Adjusting easily to new situations

   1. Enthusiasm
   2. Tact
   3. Patience
   4. Cooperation
   5. Dependability
   6. Adaptability

__11__ g. Being able to control one's temper and emotions

__10__ h. Doing things without being told

__7__ i. Being polite and acting with good manners

__8__ j. Being truthful in all things

__9__ k. Being able to keep confidences and avoid gossip about work matters

7. Courtesy
8. Honesty
9. Loyalty
10. Initiative
11. Self-control

4. Evaluate personal grooming habits. (13 points)

5. Evaluate personal habits associated with job success. (13 points)

(NOTE: Activities 4 and 5 should be evaluated to the satisfaction of the instructor.)

CHILD CARE WORKER
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to care for and work with children. This knowledge will be evidenced by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with the child care worker to the correct definitions.
2. Name places to find child care jobs.
3. Describe characteristics of a good child care worker.
4. Name benefits of child care work.
5. Select from a list points to include in mutual agreements between parents and child care worker.
6. Distinguish between responsibilities of parents and child care worker.
7. Select from a list guidelines for responsible child care.
8. Match accidents to possible prevention measures.
9. Match injury/illness to proper procedure.
10. Locate safety hazards.
11. Complete checklist for child care worker.

CHILD CARE WORKER
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Invite resource person (Red Cross worker, county health nurse, fire fighter, police officer) to demonstrate basic first-aid skills.

      (NOTE: If this is not possible, obtain basic first-aid film from county or state agency or from Metropolitan Life Insurance Co., 5705 Mosteller Dr., Oklahoma City, OK 73112.)

   F. Obtain teletrainer from Southwestern Bell Telephone Company to help students use the phone in emergency situations.

   G. Arrange for a panel of parents to discuss "What I expect of a babysitter."

   H. Discuss emergency measures to follow in case of fire or storms.

   I. Collect news ckippings which relate to avoidable acidents happening to children.

   J. Have students survey community to determine the availability of babysitting or other child care service jobs. Make a file complete with phone numbers.

   K. Encourage students to take a mini course in first aid for a home experience or to set up a first-aid workshop for "in depth" FHA project.

   L. Have students write hints for responsible child care, either individually or as a group, using chalkboard. Does responsible child care differ if children are smaller siblings, your own, or children of others?

      (NOTE: See example on next page.)

Care for children

Handle emergencies calmly

I

L

D

C

A

R

E

M. Make a display of common household poisons. Show film, "250,000 Ways to Destroy Without Leaving Home," available from state health department.

N. Show students how to take child's temperature.

O. Give test.

P. Reteach if necessary.

II. Unit references:

A. Cross, Aleene. *Introductory Homemaking.* Philadelphia: J. B. Lippincott Company, 1970.

B. Clements, Irene, and Coffey, Judy. *Home Economics I: Basic Core Curriculum.* Stillwater: Oklahoma State Department of Vocational and Technical Education, 1972.

C. Draper, Mary Wanda, and Draper, Henry E. *Caring for Children.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1975.

III. Additional references:

A. *The Creative Playthings Mini-Menu- A Cookbook for Mini-Moppets: 3 to 6.* Developed by Creative Playthings. Includes easy-to-follow recipes, line art drawings, activities, and ideas. Available from Mini-Menu, P O. Box 2141 Hillside, NJ 07205.

B. *Guide for the First Time Babysitter.* Copies of this booklet are available from Consumer and Professional Services, Johnson & Johnson Baby Products Company, New Brunswick, NJ 08903.

C. *Sitting Safely.* Copies of this pamphlet available from Gerber Products Company, Fremont, CA 49412.

D. *Protecting Infants and Toddlers from Accidents.* Pamphlets available from Proctor & Gamble, Cincinnati, OH 45201.

CHILD CARE WORKER
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Child care worker--Person employed to be responsible for children's well-being and safety

Examples: Babysitter or child-sitter

B. Day care center--Business set up to care for children (usually toddlers or older)

C. Day care home--Private home which takes care of children

D. Duties--What one is expected to do

E. Hours--Time one is expected to work

F. Infant--Child not yet walking

G. Nursery--Business set up to care for infants

H. Salary--Money earned for work done

I. Toddler--Child who has just learned to walk

J. First aid--Emergency care or treatment given to an ill or injured person before regular medical care can be obtained

II. Places to find child care jobs

(NOTE: All child care jobs are not paid employment, but all child care jobs can be counted as experience.)

A. Churches

Examples: Sunday school class, vacation Bible school, nursery

B. Schools

Examples: Young Homemakers Organization, Parent Teacher Association, younger grades

C. Day care homes

D. Recreation centers

Examples: Bowling alley, tennis court, park department

E. Day care centers

INFORMATION SHEET

F. Civic organizations

Examples: Chamber of Commerce, Lion's Club, Rotary, Jaycees, Scouts

G. Apartment complexes

H. Motels and hotels

I. Friends and relatives

J. Nurseries

III. Characteristics of a good child care worker

A. Likes children

B. Is dependable and responsible

C. Considers child's needs, wants, and safety first

D. Remains calm in emergencies

E. Works well with others

IV. Benefits of child care work

A. Develop a better understanding of children as individuals

(NOTE: A better understanding of others usually helps one enjoy and appreciate others more.)

B. Learn about many kinds of people of all ages

C. Begin to understand self more through understanding others

D. Accept responsibilities

(NOTE: Not only is child care often a person's first employment opportunity, but it is often the first time to be responsible during parent's absence.)

E. Become less self-centered

V. Points included in mutual agreements between parents and child care worker

A. Amount the child care worker is to be paid

B. Hours expected to work

C. Who provides transportation

INFORMATION SHEET

D. Duties of the child care worker

(NOTE: Does the child care job include washing dishes, bathing children, cleaning house, and/or picking up after the children?)

E. Number and ages of children

(NOTE: The child care workers should not have to be responsible for "drop-ins.")

VI. Responsibilities of parents and child care worker

A. Parents

1. Make arrangements for child care in advance

2. Provide clear directions for care of children

(NOTE: Parents should briefly explain children's usual routines. Both the child care worker and children should be told the hour and routine of bath and bedtime. Make clear to babysitter if children are to be given food and medications.)

3. Leave address and phone number where parents can be reached

(NOTE: It is also a good idea to leave phone number of relative or close neighbor in case of emergency.)

4. Inform child care worker of approximate time of return

5. Return home at designated hour

6. Provide transportation if necessary

B. Child care worker

1. Obtain parental approval before taking job

2. Set wages before taking the job

3. Be prompt and reliable

(NOTE: Parents make plans and expect sitter to be there. Avoid a change of plans if something more interesting or promising comes your way. Get acquainted with children and house. Become familiar with phone, emergency numbers, children's clothing, and door locks.)

4. Be pleasant

(NOTE: A child care worker's cheerful attitude affects the attitude of children.)

INFORMATION SHEET

5. Read and learn about children

   (NOTE: Knowing why infants and toddlers act as they do will help the child care worker know what to do with them.)

6. Entertain children while they are awake

   (NOTE: Do not plan to study or watch television until the children are asleep. Parents are paying a sitter to care for and protect, as well as to entertain, their children.)

7. Do not invite friends

   (NOTE: If you have a friend you would like to bring along you must ask the parents if they object. Dates should NEVER be invited. Parents should tell you if they are expecting callers.)

8. Plan to stay awake

   (NOTE: Bring a book, watch television, study, or somehow stay awake unless the parents instruct you otherwise.)

9. Do not use the telephone unnecessarily

   (NOTE: Many parents call home during the evening to see how everything is going and expect to find the telephone line free. Too many accidents occur among children while a sitter is talking on the phone.)

10. Follow the parents' instructions

11. Be attentive to children's needs, wants, and safety

    (NOTE: If a child gets quiet, check on the child! Most behavior problems and accidents can be avoided with careful watching and understanding.)

12. Know where your parents are

13. Be ethical

    (NOTE: Avoid snooping and telling stories!)

VII. Guidelines for responsible child care

   A. Care about the children

      (NOTE: Be sensitive to their needs and values. Try to see things from children's point of view!)

INFORMATION SHEET

B. Give positive directions

(NOTE: Use "do's" rather than "don'ts." Be gentle, patient, and friendly, but firm. Take responsibility for seeing that the children do what they are supposed to do.)

C. Be a good example

D. Be constantly aware of children's location and what they are doing

(NOTE: PREVENTION IS THE MOST EFFECTIVE WAY OF MANAGING PROBLEMS! If the children engage in play activities that are not safe or seem to cause conflict, stop the play, explain the problem or safety hazard, and show them what they can do.)

E. Avoid use of physical punishment

Examples: Spanking, slapping, shaking, jerking

F. Avoid bribing, threatening, or scaring children with "boogey man" stories

G. Praise children often

VIII. Accidents and possible prevention measures

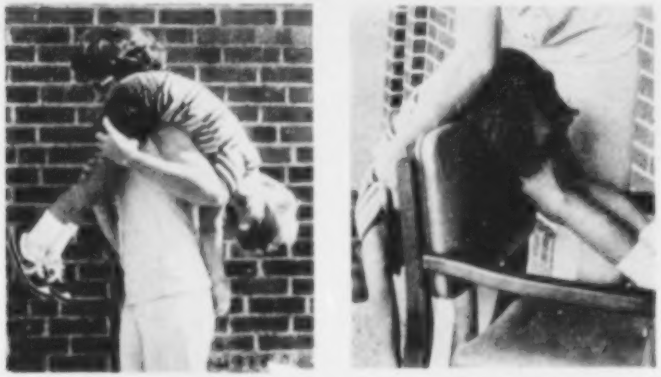
ACCIDENT	PREVENTION MEASURES
A. Falls	1. Never leave infants alone on table, bed, or couch 2. Use protective gates, playpens, and fenced yards 3. Keep crib sides up
B. Swallowing foreign objects	1. Inspect area for diaper pins, coins, beads, buttons, hard candies, and needles 2. Check toys for small detachable parts
C. Suffocation	1. Keep plastic bags and balloons away from child's reach 2. Check if sleeping infant is "tangled-up" in covers
D. Poisons Examples: All medication, ammonia, antiseptics, aspirin, bleach, cleaning agents, cologne, cough syrup, hair removers, gasoline, insect spray, kerosene, laxatives, lye, nail polish and remover, paint, paint thinner, rat and mouse poison, rubbing alcohol, shoe polish, turpentine, varnish, vitamins	1. Remove poisonous substances from children's reach 2. Never give medicine in a dark room 3. Never refer to medicine as candy 4. Never store poisonous substances in food or beverage containers
E. Burns	1. Use protective gates with open flames and heat grates 2. Keep matches and cigarette lighters out of children's reach 3. Keep pot handles turned so they do not extend over edge of range or use back burners 4. Do not let iron or appliance cords dangle
F. Drowning	1. NEVER leave a child alone in the bathtub or play pool, not even for an instant 2. NEVER leave a child alone near swimming pools, wading pools, lakes, or at the beach

IX. Injuries/illnesses and proper procedures

(NOTE: Many injuries are complicated by incorrect emergency treatment; first aid should be given cautiously. Call parents immediately.)

INJURY/ILLNESS	PROCEDURE
A. Broken bones/dislocations	1. Do NOT move victim
	2. Summon medical help and parents immediately
B. Minor burns	1. Dip area in cold but not running water
	2. Do NOT apply butter
C. Serious burns	1. Keep child warm
	2. Cover area with sterile cloth or clean sheet
	3. Summon medical attention and parents immediately
D. Minor cuts	1. Clean with soap and water
	2. Apply band-aid if necessary
E. Serious cuts	1. Cover with gauze or clean bandage
	2. Press firmly to stop bleeding
	3. Call medical help and parents immediately
F. Nosebleed	1. Keep child calm and in a sitting position
	2. Have child breathe through mouth
	3. Press gently against side of nostril for several minutes
	4. If bleeding continues, apply ice packs against back of neck or a cold wet cloth over the nose

PROCEDURE	INJURY/ILLNESS
G. Object in eye	1. Keep child from rubbing eye 2. Wash hands 3. Dislodge object with corner of a clean handerchief, sterile gauze, or tissue or lift upper lid and pull it down over lower lid to allow tears to form and wash out speck (NOTE: If speck still does not come out, bandage the eye lightly to prevent child from rubbing it and call for medical assistance.)
H. Splinters	1. Clean area with soap and water 2. Use sterilized tweezers or a needle to remove the object (NOTE: A deeply imbedded splinter or other object may require medical attention.)
I. Poison	1. Call doctor/parents immediately 2. Keep container handy (CAUTION: Poison should be removed or diluted before it becomes absorbed. However, READ THE LABEL before attempting any first aid measures.)
J. Animal bites	1. Wash wound with soap and water 2. Call doctor/parents immediately 3. Get description of animal
K. Swallowed objects	1. Call parents/doctor immediately if object was sharp 2. If object was not sharp, inform parents when they return

L. Choking	1. If child cannot expel object by coughing, hold child upside down by feet (CAUTION: Do NOT strike child's back.) 2. When child is too heavy to hold by feet, place child in jackknife position over your shoulder or over back of chair  3. If object does not come out, take child to doctor or hospital immediately or summon medical assistance; call parents 4. Do NOT attempt to reach down child's throat for object
M. Abdominal pain (stomach ache)	1. If pain is associated with food or drink, keep child quiet and as comfortable as possible 2. If pain persists or worsens or if temperature is suspected, notify parents immediately
N. Object in ear or nose	1. Do not attempt to remove object unless it is obviously easy to remove 2. Call doctor and parents

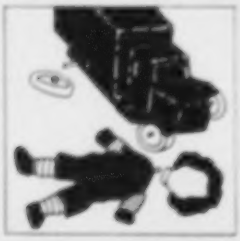
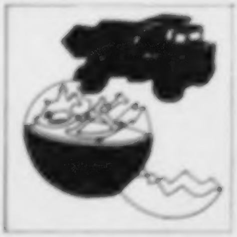
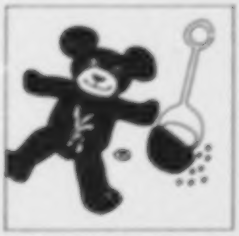
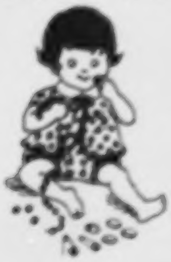
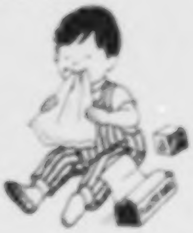
CHILD CARE WORKER
UNIT I

ASSIGNMENT SHEET #1--LOCATE SAFETY HAZARDS

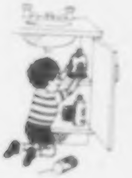
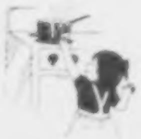
Parents expect first and foremost that a babysitter keep their children safe and happy. Articles appear daily in current newspapers and magazines about accidental deaths and injuries among children. With careful planning and watchfulness many of these accidents could be prevented.

Children do not recognize hazards. Infants and toddlers must be protected from hazards until they are old enough to receive safety training. Most accidents to children could be prevented by parents and responsible child care employees--if they look at objects through the eyes of a child. A child's world is his home and objects that harm him must be kept out of reach.

Use this checklist to locate safety hazards and to "child-proof" a child's world.

	YES	NO
Are sharp objects out of children's reach?  		
Are tiny toys and toys with removable parts out of children's reach?  		
Are plastic bags out of children's reach? 		

ASSIGNMENT SHEET #1

	YES	NO
Are mothballs loose on closet doors or shelves? (CAUTION: Mothballs are toxic!)		
Are household poisons locked away and out of children's reach? (NOTE: A cupboard is not out of reach if child can open door.) 		
Is there a rubber mat in bathtub? (NOTE: A child should NEVER be left unattended while in bathtub!)		
Are matches out of reach of children?		
Are open flames protected with gates or grates? Examples: Fireplace, open gas heater		
Is all flammable material out of children's reach? Examples: Finger nail polish remover, spot remover		
Are rugs securely anchored so child will not slip while running?		
Are shelves and bookcases well-anchored? (NOTE: Remember, children love to climb!)		
Are pieces of furniture on which a child can climb away from under windows?		
Are pot handles turned so they don't extend over edge of stove? 		

CHILD CARE WORKER
UNIT I

ASSIGNMENT SHEET #2--COMPLETE CHECKLIST FOR CHILD CARE WORKER

The following checklist may be helpful.

Name and address of parents: ____________________

Telephone number ____________________

Time to arrive ____________________

Time to leave ____________________

How to get there and return ____________________

(Should you arrange transportation or will they?) ____________________

Name(s) and age(s) of child (children) ____________________

____

Rates per hour ____________________

Where to contact parents:

Address ____________________

Telephone ____________________

Relative ____________________

Fire department ____________________

Doctor ____________________

Police department ____________________
(or dial the operator and request the police department)

Poison control center, if available ____________________

Jobs to do:

(a) Feed the child ____________________
(Will you prepare foods? Any special directions.)

(b) Bathe the child ____________________

(c) Play until __________ o'clock

(d) Read a story ____________________

ASSIGNMENT SHEET #2

(e) Put to bed at __________ o'clock

(f) If the child cries (special instructions) ______________________________

____

(g) Special toy to take to bed ______________________________

(h) Where to leave a telephone message ______________________________

(i) Are you expected to do any extra jobs, prepare meals or snacks, wash dishes, ironing, etc. ______________________________

You should become familiar with your surroundings.

Doorbell ______________________________

Telephone ______________________________

Light switches ______________________________

Bathroom ______________________________

Special equipment in the kitchen or other rooms ______________________________

____

Entrances and exits to the house ______________________________

Clothing, diapers, food, bottles, pajamas, toys, first aid kit, etc.

____

You should learn your privileges for such things as:

____(a) Inviting a friend to keep you company

____(b) Television or radio

(NOTE: Are there programs that don't meet parents' approval?)

____(c) Record player

____(d) Telephone

____(e) Refrigerator

____(f) Range

____(g) Other items in the house

ASSIGNMENT SHEET #2

You may find it helpful to have some wallet sized cards to take with you each time you babysit. (See example below.)

Where to contact parents:

Address ____________________

Telephone ____________________

Relative ____________________

CHILD CARE WORKER
UNIT I

TEST

NAME ______________________________ SCORE ________________

1. Match terms associated with the child care worker to the correct definitions. Place the appropriate numbers in the blanks provided.

_____a. Child who has just learned to walk

_____b. Money earned for work done

_____c. Business set up to care for children (usually toddlers or older)

_____d. Person employed to be responsible for children's well-being and safety

_____e. Business set up to care for infants

_____f. Emergency care or treatment given to an ill or injured person before regular medical care can be obtained

_____g. Private home which takes care of children

_____h. Child not yet walking

_____i. What one is expected to do

_____j. Time one is expected to work

1. Day care center
2. Day care home
3. Duties
4. Hours
5. Infant
6. Nursery
7. Salary
8. Toddler
9. Child care worker
10. First aid

2. Name five places to find child care jobs.

a. ____

b. ____

c. ____

d. ____

e. ____

3. Describe characteristics of a good child care worker.

____

____

____

____

____

4. Name three benefits of child care work.

a. ______________________________

b. ______________________________

c. ______________________________

5. Select from the list below points to include in mutual agreements between parents and child care worker. Place an "X" in the appropriate blanks.

______a. Amount the child care worker is to be paid

______b. House should be clean

______c. Why parents are going out

______d. Duties of the child care worker

______e. Hours expected to work

______f. Number and ages of children

6. Distinguish between responsibilities of parents and child care worker. Place a "P" in front of those responsibilities of the parents and a "W" in front of those of the child care worker.

______a. Make arrangements for child care in advance

______b. Provide transportation if necessary

______c. Be pleasant

______d. Provide clear directions for care of children

______e. Be prompt and reliable

______f. Read and learn about children

______g. Entertain children while they are awake

______h. Be attentive to children's needs, wants, and safety _____i. Leave address and phone number where parents can be reached

_____j. Do not use the telephone unnecessarily

_____k. Do not invite friends

_____l. Inform child care worker of approximate time of return

_____m. Plan to stay awake

_____n. Return home at designated hour

_____o. Follow the parents' instructions

_____p. Set wages before taking job

7. Select from the list below guidelines for responsible child care by placing an "X" in the appropriate blanks.

_____a. Tell the child, "If you don't do what you are supposed to do, I will tell your parents."

_____b. Be constantly aware of children's location and what they are doing

_____c. Use physical punishment only when necessary

_____d. Give positive directions

_____e. Nag and scold children until they do what they are supposed to do

_____f. Care about the children

_____g. Be a good example

8. Match the accidents on the right to the possible prevention measures on the left. Place the appropriate numbers in the blanks provided. Definitions are continued on the following page.

_____a. Inspect area for diaper pins, coins, beads, buttons, hard candies, and needles; check toys for small detachable parts

_____b. Remove poisonous substances from children's reach; never give medicine in a dark room; never refer to medicine as candy; never store poisonous substances in food or beverage containers

_____c. Never leave infants alone on table, bed, or couch; use protective gates, playpens, and fenced yards; keep crib sides up

1. Falls
2. Swallowing foreign objects
3. Drowning
4. Poisons
5. Burns
6. Suffocation

_____ d. NEVER leave a child alone in the bathtub or play pool, not even for an instant; NEVER leave a child alone near swimming pools, wading pools, lakes, or at the beach

_____ e. Keep plastic bags and balloons away from child's reach; check if sleeping infant is "tangled-up" in covers

_____ f. Use protective gates with open flames and heat grates; keep matches and cigarette lighter out of children's reach; keep pot handles turned so they do not extend over edge of range or use back burners; do not let iron or appliance cords dangle

9. Match the injury/illness on the right to the proper procedure on the left. Place the appropriate numbers in the blanks provided. Terms and definitions are continued on the next page.

_____ a. Do NOT move victim; summon medical help and parents immediately

_____ b. Keep child calm and in a sitting position; have child breathe through mouth; press gently against side of nostril for several minutes; if bleeding continues, apply ice packs against back of neck or a cold wet cloth over the nose

_____ c. Keep child warm; cover area with sterile cloth or clean sheet; summon medical attention and parents immediately

_____ d. Cover with gauze or clean bandage; press firmly to stop bleeding; call medical help and parents immediately

_____ e. Dip area in cold but not running water; do NOT apply butter

_____ f. Clean with soap and water; apply band-aid if necessary

1. Broken bones/ dislocations
2. Minor burns
3. Serious burns
4. Minor cuts
5. Serious cuts
6. Nosebleed

_____g. Keep child from rubbing eye; wash hands; dislodge object with corner of a clean handkerchief, sterile gauze, or tissue or lift upper lid and pull it down over lower lid to allow tears to form and wash out speck

_____h. Call doctor/parents immediately; keep container handy

_____i. Clean area with soap and water; use sterilized tweezers or a needle to remove the object

_____j. Wash wound with soap and water; call doctor/parents immediately; get description of animal

_____k. Call doctor/parents immediately if object was sharp; if object was not sharp, inform parents when they return

_____l. If pain is associated with food or drink, keep child quiet and as comfortable as possible; if pain persists or worsens or if temperature is suspected, notify parents immediately

_____m. If child cannot expel object by coughing, hold child upside down by feet; when child is too heavy to hold by feet, place child in jackknife position over your shoulder or over back of chair; if object does not come out, take child to doctor or hospital immediately or summon medical assistance; call parents; do NOT attempt to reach down child's throat for object

_____n. Do not attempt to remove object unless it is obviously easy to remove; call doctor and parents

7. Object in eye
8. Splinters
9. Poison
10. Animal bites
11. Swallowed objects
12. Choking
13. Abdominal pain (stomach ache)
14. Object in ear or nose

10. Locate safety hazards.

11. Complete checklist for child care worker.

(NOTE: If activities ten and eleven are not accomplished prior to the test, ask your instructor when they should be completed.)

CHILD CARE WORKER
UNIT I

ANSWERS TO TEST

(NOTE: The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 150.)

1. Match terms associated with the child care worker to the correct definitions. Place the appropriate numbers in the blanks provided. (20 points)

__8__ a. Child who has just learned to walk

__7__ b. Money earned for work done

__1__ c. Business set up to care for children (usually toddlers or older)

__9__ d. Person employed to be responsible for children's well-being and safety

__6__ e. Business set up to care for infants

__10__ f. Emergency care or treatment given to an ill or injured person before regular medical care can be obtained

__2__ g. Private home which takes care of children

__5__ h. Child not yet walking

__3__ i. What one is expected to do

__4__ j. Time one is expected to work

1. Day care center
2. Day care home
3. Duties
4. Hours
5. Infant
6. Nursery
7. Salary
8. Toddler
9. Child care worker
10. First aid

2. Name five places to find child care jobs. (5 points)

(NOTE: Any five of the following are acceptable.)

a. Churches

b. Schools

c. Day care homes

d. Recreation centers

e. Day care centers

f. Civic organizations

g. Apartment complexes

h. Motels and hotels

i. Friends and relatives

j. Nurseries

3. Describe characteristics of a good child care worker. (5 points)

a. Likes children

b. Is dependable and responsible

c. Considers child's needs, wants, and safety first

d. Remains calm in emergencies

e. Works well with others

4. Name three benefits of child care work. (3 points)

(NOTE: Any three of the following are acceptable.)

a. Develop a better understanding of children as individuals

b. Learn about many kinds of persons of all ages

c. Begin to understand self more through understanding others

d. Accept responsibilities

e. Become less self-centered

5. Select from the list below points to include in mutual agreements between parents and child care worker. Place an "X" in the appropriate blanks. (12 points)

___X___ a. Amount the child care worker is to be paid

_______ b. House should be clean

_______ c. Why parents are going out

___X___ d. Duties of the child care worker

___X___ e. Hours expected to work

___X___ f. Number and ages of children

6. Distinguish between responsibilities of parents and child care worker. Place a "P" in front of those responsibilities of the parents and a "W" in front of those of the child care worker. (32 points)

P a. Make arrangments for child care in advance

P b. Provide transportation if necessary

W c. Be pleasant

P d. Provide clear directions for care of children

W e. Be prompt and reliable

W f. Read and learn about children

W g. Entertain children while they are awake

W h. Be attentive to children's needs, wants, and safety

P i. Leave address and phone number where parents can be reached

W j. Do not use the telephone unnecessarily

W k. Do not invite friends

P l. Inform child care worker of approximate time of return

W m. Plan to stay awake

P n. Return home at designated hour

W o. Follow the parents' instructions

W p. Set wages before taking job

7. Select from the list below guidelines for responsible child care by placing an "X" in the appropriate blanks. (14 points)

____ a. Tell the child, "If you don't do what you are supposed to do, I will tell your parents."

X b. Be constantly aware of children's location and what they are doing

____ c. Use physical punishment only when necessary

X d. Give positive directions

____ e. Nag and scold children until they do what they are supposed to do

X f. Care about the children

X g. Be a good example

8. Match the accidents on the right to the possible prevention measures on the left. Place the appropriate numbers in the blanks provided. (12 points)

__2__ a. Inspect area for diaper pins, coins, beads, buttons, hard candies, and needles; check toys for small detachable parts

__4__ b. Remove poisonous substances from children's reach; never give medicine in a dark room; never refer to medicine as candy; never store poisonous substances in food or beverage containers

__1__ c. Never leave infants alone on table, bed, or couch; use protective gates, playpens, and fenced yards; keep crib sides up

__3__ d. NEVER leave a child alone in the bathtub or play pool, not even for an instant; NEVER leave a child alone near swimming pools, wading pools, lakes, or at the beach

__6__ e. Keep plastic bags and balloons away from child's reach; check if sleeping infant is "tangled-up" in covers

__5__ f. Use protective gates with open flames and heat grates; keep matches and cigarette lighters out of children's reach; keep pot handles turned so they do not extend over edge of range or use back burners; do not let iron or appliance cords dangle

1. Falls
2. Swallowing foreign objects
3. Drowning
4. Poisons
5. Burns
6. Suffocation

9. Match the injury/illness on the right to the proper procedure on the left. Place the appropriate numbers in the blanks provided. Terms and definitions are continued on the next page. (14 points)

__1__ a. Do NOT move victim; summon medical help and parents immediately

__6__ b. Keep child calm and in a sitting position; have child breathe through mouth; press gently against side of nostril for several minutes; if bleeding continues, apply ice packs against back of neck or a cold wet cloth over the nose

1. Broken bones/dislocations
2. Minor burns
3. Serious burns
4. Minor cuts

3 c. Keep child warm; cover area with sterile cloth or clean sheet; summon medical attention and parents immediately

5 d. Cover with gauze or clean bandage; press firmly to stop bleeding; call medical help and parents immediately

2 e. Dip area in cold but not running water; do NOT apply butter

4 f. Clean with soap and water; apply band-aid if necessary

7 g. Keep child from rubbing eye; wash hands; dislodge object with corner of a clean handkerchief, sterile gauze, or tissue or lift upper lid and pull it down over lower lid to allow tears to form and wash out speck

9 h. Call doctor/parents immediately; keep container handy

8 i. Clean area with soap and water; use sterilized tweezers or a needle to remove the object

10 j. Wash wound with soap and water; call doctor/parents immediately; get description of animal

11 k. Call doctor/parents immediately if object was sharp; if object was not sharp, inform parents when they return

13 l. If pain is associated with food or drink, keep child quiet and as comfortable as possible; if pain persists or worsens or if temperature is suspected, notify parents immediately

12 m. If child cannot expel object by coughing, hold child upside down by feet; when child is too heavy to hold by feet, place child in jackknife position over your shoulder or over back of chair; if object does not come out, take child to doctor or hospital immediately or summon medical assistance; call parents; do NOT attempt to reach down child's throat for object

14 n. Do not attempt to remove object unless it is obviously easy to remove; call doctor and parents

5. Serious cuts
6. Nosebleed
7. Object in eye
8. Splinters
9. Poison
10. Animal bites
11. Swallowed objects
12. Choking
13. Abdominal pain (stomach ache)
14. Object in ear or nose

10. Locate safety hazards. (13 points)

11. Complete checklist for child care worker. (20 points)

(NOTE: Activities ten and eleven should be evaluated to the satisfaction of the instructor.)

CHILD CARE ACTIVITIES
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to direct play activities during child care situations. This knowledge will be evidenced by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Select from a list characteristics of a good toy.
2. Select from a list characteristics of a good story for children.
3. Name ways to help children in their play activities.
4. Evaluate a toy for safety.
5. Make two simple toys.
6. Write a good story for children.
7. Make a child care activity kit.
8. Direct child care activities.
9. Demonstrate the ability to prepare play materials.

CHILD CARE ACTIVITIES
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

  A. Provide student with objective sheet.

  B. Provide student with information and assignment sheets.

  C. Provide student with job sheet.

  D. Discuss unit and specific objectives.

  E. Discuss information and assignment sheets.

  (NOTE: You might suggest that students trace patterns in Assignment Sheet #2.)

  F. Demonstrate procedures in job sheet.

  (NOTE: Collect necessary materials!)

  G. Display toys that can be made from materials around the house.

  H. Display children's books and stories.

  I. Suggest babysitting experiences as a home experience.

  J. Have students tape record their stories.

  K. Plan a "toy fair" with the simple toys students have made.

  L. Collect and display toys that are unsafe.

  M. Invite resource person (day care center operator, kindergarten teacher) to discuss ways to help children in their play activities.

  N. Suggest that students make a special box or bag to house their child care activity kit.

  O. Give test.

  P. Reteach if necessary.

II. Unit references:

A. Solsrud, Leah O. *Understanding Child Development.* Tony, Wisconsin: Homemaking Research Laboratories, 1972.

B. Draper, Mary Wanda, and Draper, Henry E. *Caring for Children.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1975.

C. Ellett, Marcella H. *The World of Children.* Minneapolis, Minnesota: Burgess Publishing Company, 1965.

D. Clements, Irene, and Coffey, Judy A. *Home Economics I: Basic Core Curriculum.* Stillwater: Oklahoma State Department of Vocational-Technical Education, 1972.

E. Cunningham, Thomas S. *Let's Make Puzzles.* Family Living Tips, no. FL A2302. Stillwater: Oklahoma State University.

(NOTE: This pamphlet can be obtained through the county extension centers.)

CHILD CARE ACTIVITIES
UNIT II

INFORMATION SHEET

I. Characteristics of a good toy (Assignment Sheet #2)

(NOTE: Any toy, purchased or handmade, should do what it is supposed to do!)

A. Attractive shape and color

B. Durable

C. Educational

(NOTE: Play is to a child as work is to an adult. A good toy not only helps a child play and do but also helps a child learn shapes, textures, colors, and sounds.)

D. Safe (Assignment Sheet #1)

E. Easily cleaned

F. Reasonable cost

G. Suitable for child's age, interests, and abilities

H. Versatile (Job Sheet #1)

(NOTE: A versatile toy is one that can be used for more than one play activity. Not only can a versatile toy help to develop imagination and creativity but also it can stretch a child's attention span.)

II. Characteristics of a good story for children (Assignment Sheet #3)

A. Contains familiar places, people, or events

B. Allows child to use or develop imagination

C. Does not frighten or upset child

D. Features a lot of action

Examples: Running, flying, feeding animals, exploring

E. Suits child's age

F. Is colorful

G. Has more pictures than words

INFORMATION SHEET

III. Ways to help children in their play activities (Assignment Sheets #4 and #5)

A. Let child play on own as much as possible

B. Provide playthings that are suitable for child's age and size

C. Provide play items child can enjoy without having to be too careful

D. Take time to help child when help is asked for or needed

(NOTE: Encourage children involved in play. Be careful to avoid "taking over" or "doing it for them.")

E. Show each child by your actions that the child is liked and respected

F. Don't expect child to play very long with any one thing

G. Always be alert to see that child will not get hurt

H. Be ready with ideas of things to do and play

I. Help child with the picking up if needed

J. Have fun with child

CHILD CARE ACTIVITIES
UNIT II

ASSIGNMENT SHEET #1--EVALUATE A TOY FOR SAFETY

The safety of play materials and activities is a major factor in selection. Although unsafe toys have been banned by law, one cannot be too careful when it comes to choosing playthings or in supervising the use of playthings.

There are a number of things to consider when checking a toy for safety. Evaluate a toy (purchased or handmade) using the following points.

YES NO

Are there sharp edges and points? ______ ______

Are there splinters? ______ ______

Is it possible to remove tiny parts? ______ ______

(NOTE: Check to make sure that eyes, bells, buttons, ribbons, and other parts are fastened onto toys. If babies and toddlers can pull off tiny parts, they will probably swallow these items.)

Is the paint nontoxic and lead-free? ______ ______

(NOTE: Don't give painted toys to babies or toddlers unless the label clearly states that the paints are nontoxic and lead-free.)

Is the toy highly flammable? ______ ______

Is the toy washable? ______ ______

CHILD CARE ACTIVITIES
UNIT II

ASSIGNMENT SHEET #2--MAKE TWO SIMPLE TOYS

Providing for play need not be an expensive project. Make at least two simple toys to have handy as you take care of a child or children. Use your imagination! Use materials that are available or purchase inexpensive materials to create an appealing toy.

(NOTE: Use the instructions and ideas below or ask your teacher for additional ideas to get you started.)

BEAN BAG

(Suggested for child 2 1/2 years or older)

Materials needed:

Fabric scraps, at least 10.2 cm x 15.2 cm (4" x 6"), beans, sewing machine, needle and thread or dental floss

How to make bean bag:

1. Make a paper pattern

   (NOTE: The following shapes might be used: flower, mushroom, butterfly, heart, square, circle, bug, fish.)

2. Cut fabric from pattern
3. Add decorations, if desired

   Examples: Buttons, eyes, nose, picture, name

4. Stitch seams closed; leave a two-inch opening

   (NOTE: If fabric is felt or double knit, there will be no need to "finish" the edges.)

5. Fill with beans
6. Close the opening with sewing machine

MINI PILLOW

(Suggested for any age child; an older child may like to help make one!)

Materials needed:

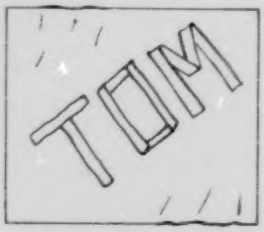
Fabric, decorations (iron-on tape, buttons, felt pieces), sewing machine, old hose or pillow stuffing

ASSIGNMENT SHEET #2

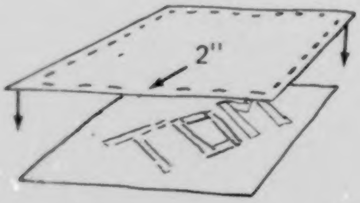
How to make mini pillow:

1. Make a paper pattern
2. Cut material from pattern
3. Cut decorations
4. Apply decorations

   Example: Make a name using iron-on tape



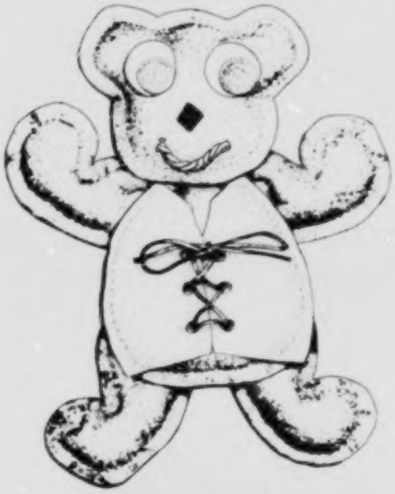
5. Stitch right sides of material together leaving 5.1 cm (2") opening



6. Turn material inside out
7. Add stuffing
8. Slip stitch opening to close

ASSIGNMENT SHEET #2

"LEARN-TO-DO" BEAR



Materials needed:

Two 22.9 cm x 30.5 cm (9" x 12") brown felt squares; scraps of white, blue, black, and red felt; glue; 5.1 cm (2") piece of red yarn or felt; eyelets; 45.7 cm (18") shoe lace; four 1.9 cm (3/4") buttons; scissors; matching threads; needles; sewing machine; polyester fiberfill or cotton stuffing; snap, 9.5 mm or 12 mm (3/8" or 1/2")

How to make "learn-to-do" bear:

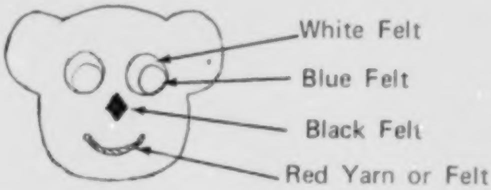
1. Cut out felt pieces using attached pattern
    a. Head, brown felt, cut two (one front and one back)
    b. Body, brown felt, cut two (one front and one back)
    c. Eyes, white felt, cut two (size of quarter)
    d. Eyes, blue felt, cut two (size of dime)
    e. Nose, black felt, cut one
    f. Arms and legs, brown felt, cut eight

       (NOTE: There will be four pairs, two legs and two arms.)
    g. Vest, any color of felt, cut two
    h. Mouth, red yarn or fabric, cut one

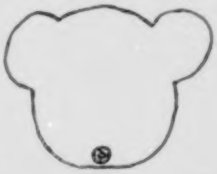
ASSIGNMENT SHEET #2

2. Head

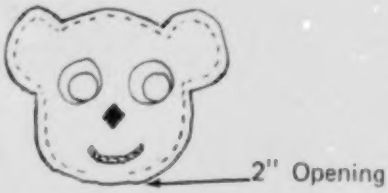
   a. Attach facial features (eyes, nose, and mouth) to head front using glue, hand stitches, or zig-zag stitches


White Felt
Blue Felt
Black Felt
Red Yarn or Felt

   b. Sew snap at the base of head back



   c. Stitch front and back head pieces with wrong sides together; leaves a 5.1 cm (2") opening at base

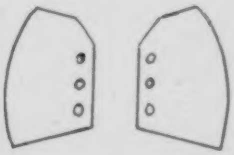


   d. Stuff head with small amount of polyester fiberfill or cotton stuffing

   e. Stitch opening closed

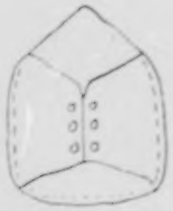
3. Body

   a. Make machine-made eyelets or attach metal eyelets to vest



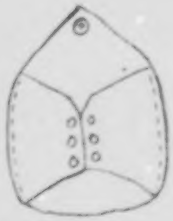
ASSIGNMENT SHEET #2

b. Stitch vest to body 6 mm (1/4") from seam edge using matching thread

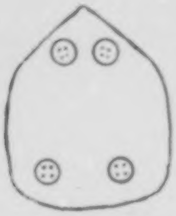


c. Lace vest with 45.7 cm (18") shoe lace

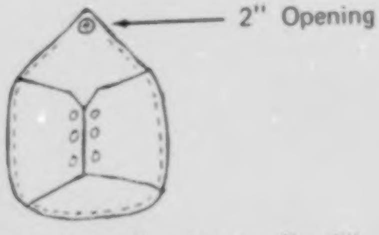
d. Attach large snap to point of main body front



e. Sew four 1.9 cm (3/4") buttons on body back



f. Stitch body front and body back with wrong sides together; leave a 5.1 cm (2") opening to stuff



g. Stuff body with small amount of polyester fiberfill or cotton stuffing

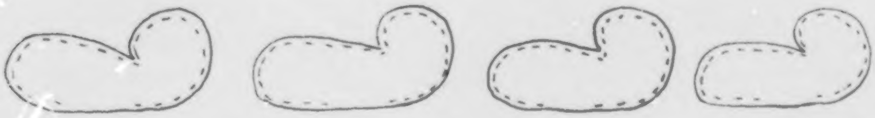
h. Stitch opening closed

i. Snap body and head together

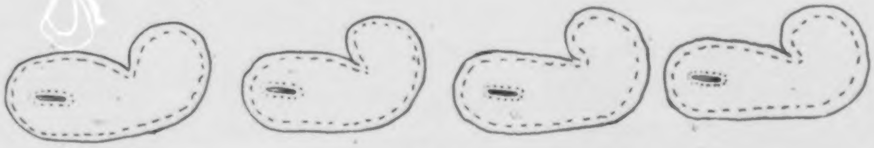
ASSIGNMENT SHEET #2

4. Legs and arms

   a. Stitch front and back of legs and arms with wrong sides together; leave opening



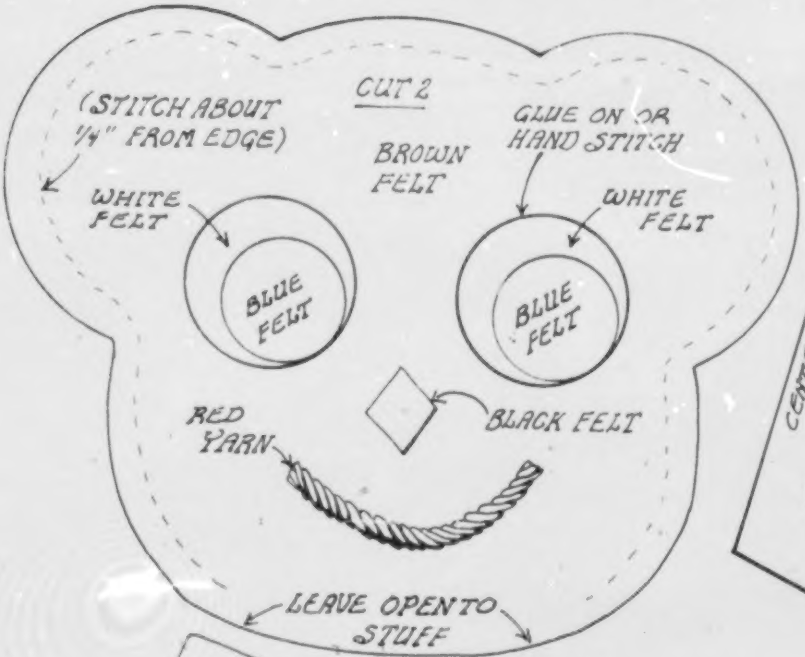
   b. Make one 1.9 cm (3/4") buttonhole in each arm and leg

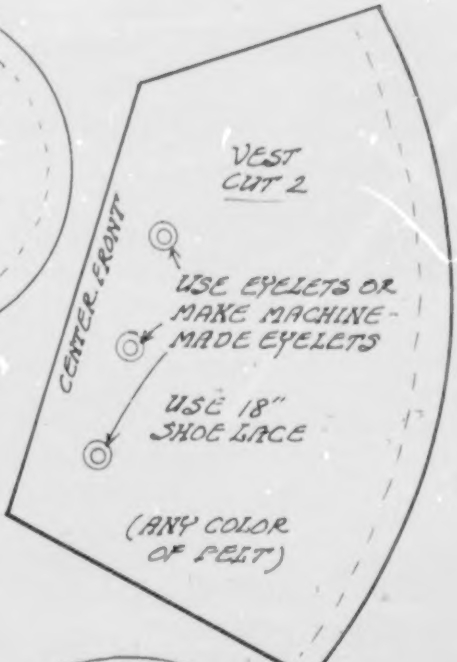


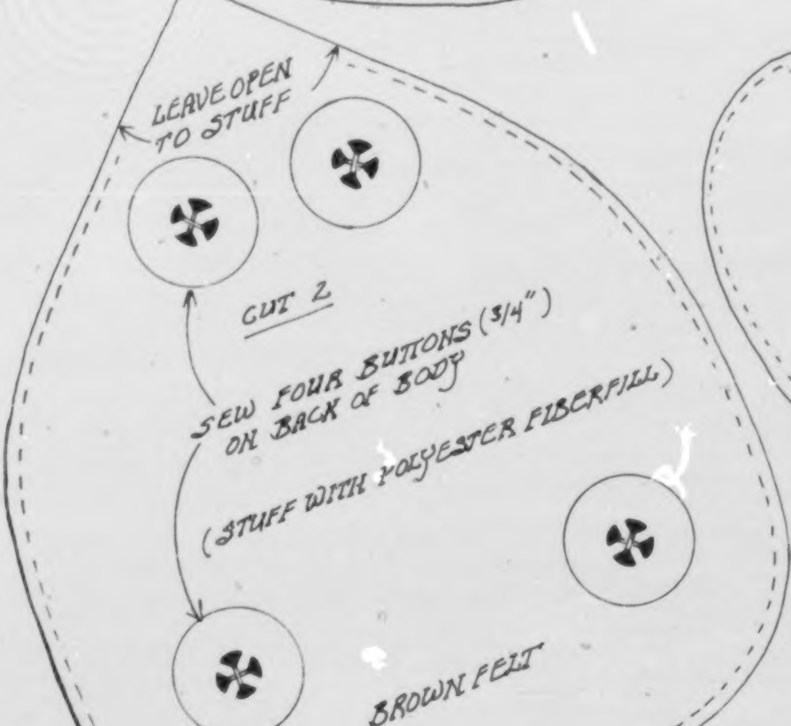
   c. Stuff with polyester fiberfill, cotton stuffing, or nylon hose

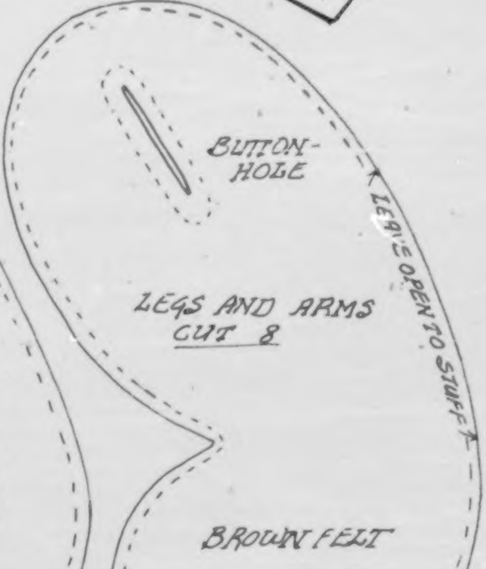
   d. Stitch opening closed

ASSIGNMENT SHEET #2


CUT 2
(STITCH ABOUT
1/4" FROM EDGE)
BROWN
FELT
GLUE ON OR
HAND STITCH
WHITE
FELT
WHITE
FELT
BLUE
FELT
BLUE
FELT
RED
YARN
BLACK FELT
LEAVE OPEN TO
STUFF


VEST
CUT 2
CENTER FRONT
USE EYELETS OR
MAKE MACHINE-
MADE EYELETS
USE 18"
SHOE LACE
(ANY COLOR
OF FELT)


LEAVE OPEN
TO STUFF
CUT 2
SEW FOUR BUTTONS (3/4")
ON BACK OF BODY
(STUFF WITH POLYESTER FIBERFILL)
BROWN FELT


BUTTON-
HOLE
LEAVE OPEN TO STUFF
LEGS AND ARMS
CUT 8
BROWN FELT

ASSIGNMENT SHEET #2

CLOTH BOOK

(Suggested for the child two years or older)

Materials needed:

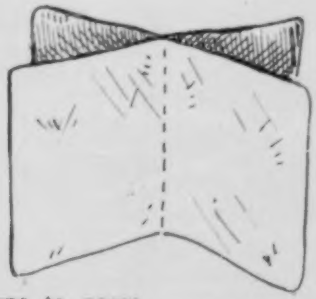
Fabric pieces, 25.4 cm x 50.8 cm (10" x 20") (old sheet, denim, flannel, double knit, unbleached muslin); fabric scraps; scissors; pins; thread; needle

How to make a cloth book:

1. Cut desired number of pieces of cloth

   (NOTE: Ten cloth pieces will make a book containing eight double-thick pages with a front and back cover.)

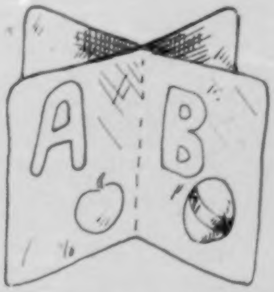
2. Baste all pieces together through the center



3. Apply chosen designs to pages

   (NOTE: Remember that you will be sewing the pages together so place the pictures appropriately.)

   Examples: Book of birds, flowers, or dogs; "ABC" book; "learn-to-count" book; "learn-to-do" book



   a. Paste pictures from old magazines, calenders, post cards, Christmas cards, or birthday cards on the pages

      (NOTE: One advantage of pasting pictures on book is that when book is laundered old pictures will come off and new ones can be added.)

ASSIGNMENT SHEET #2

b. Draw simple designs and color with wax crayons; lay sheet of white paper over one page at a time and iron to set colors

(NOTE: Simple designs can be copied from children's coloring book.)

c. Make items using a pattern and pin-baste onto single-thickness page

(NOTE: The patterns included will help give you ideas.)

d. Place pages together; check the order

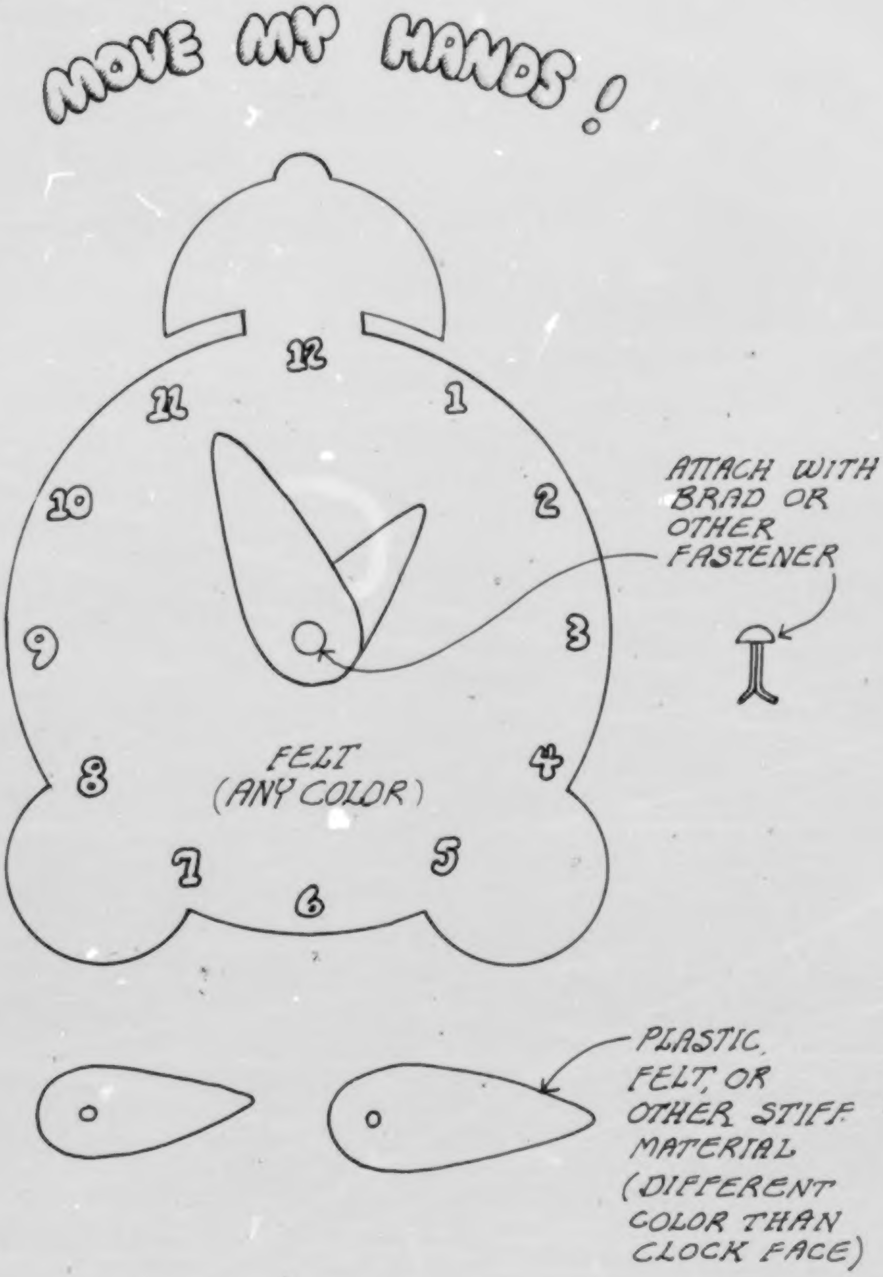
e. Stitch patterns to each single thickness

4. Sew single-thickness pages together to make double-thick pages

(NOTE: This procedure will prevent designs from "showing" through on back side of material.)

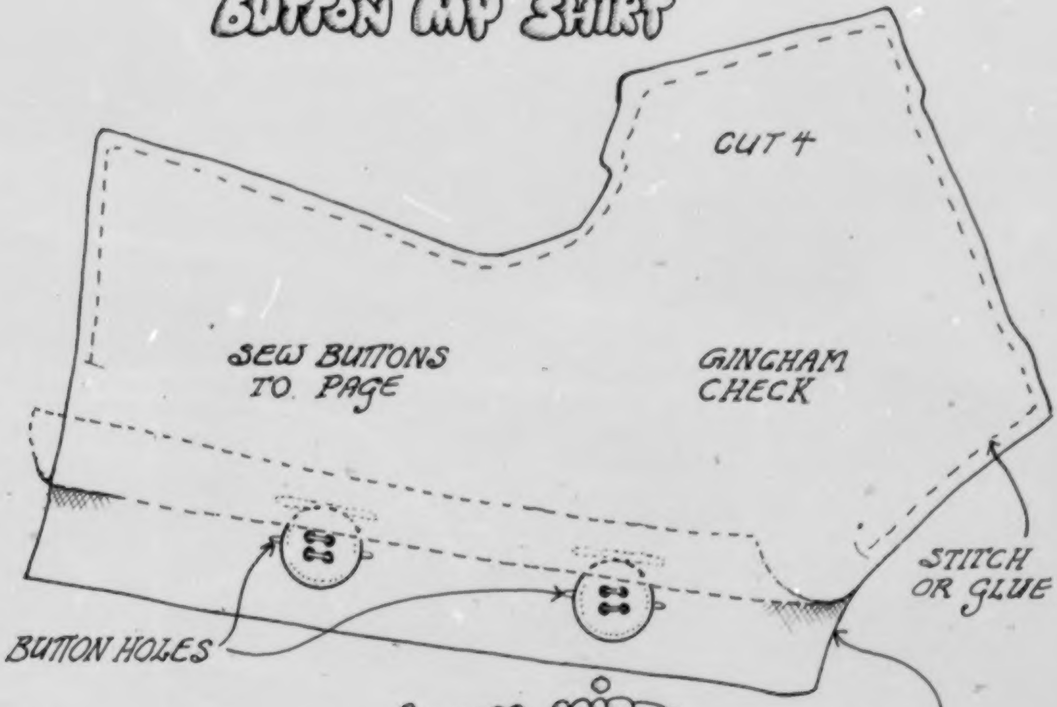
5. Machine stitch all pages together through the center

ASSIGNMENT SHEET #2

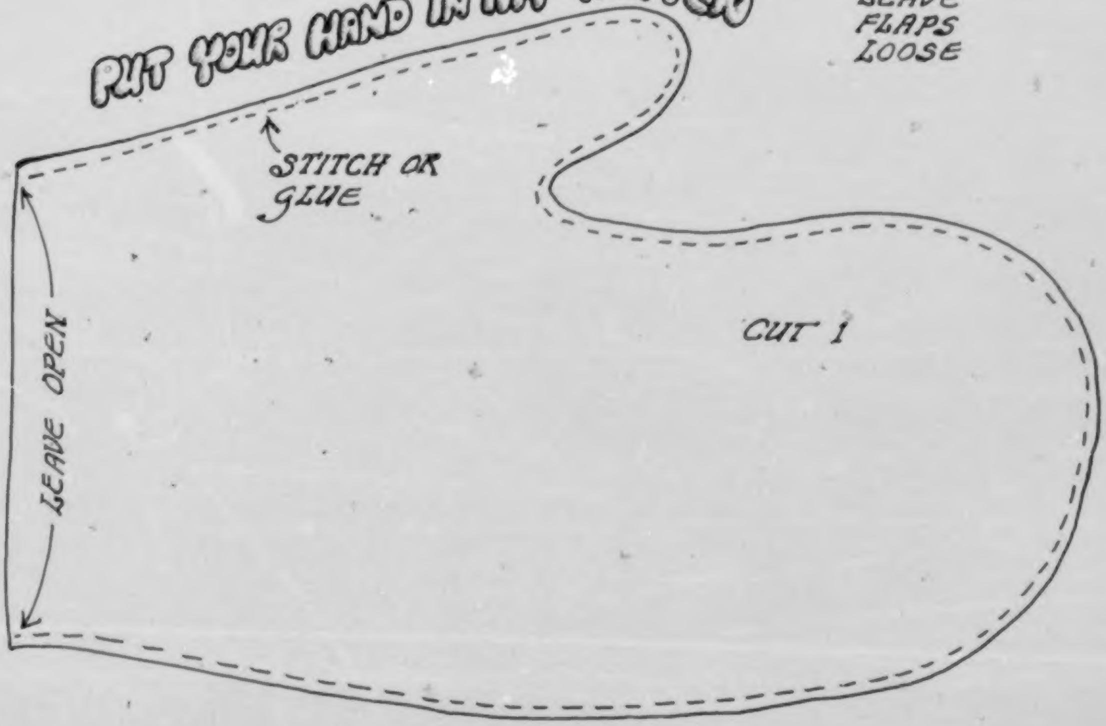

MOVE MY HANDS !
12
1
2
3
4
5
6
7
8
9
10
11
FELT (ANY COLOR)
ATTACH WITH BRAD OR OTHER FASTENER
PLASTIC, FELT, OR OTHER STIFF MATERIAL (DIFFERENT COLOR THAN CLOCK FACE)

ASSIGNMENT SHEET #2

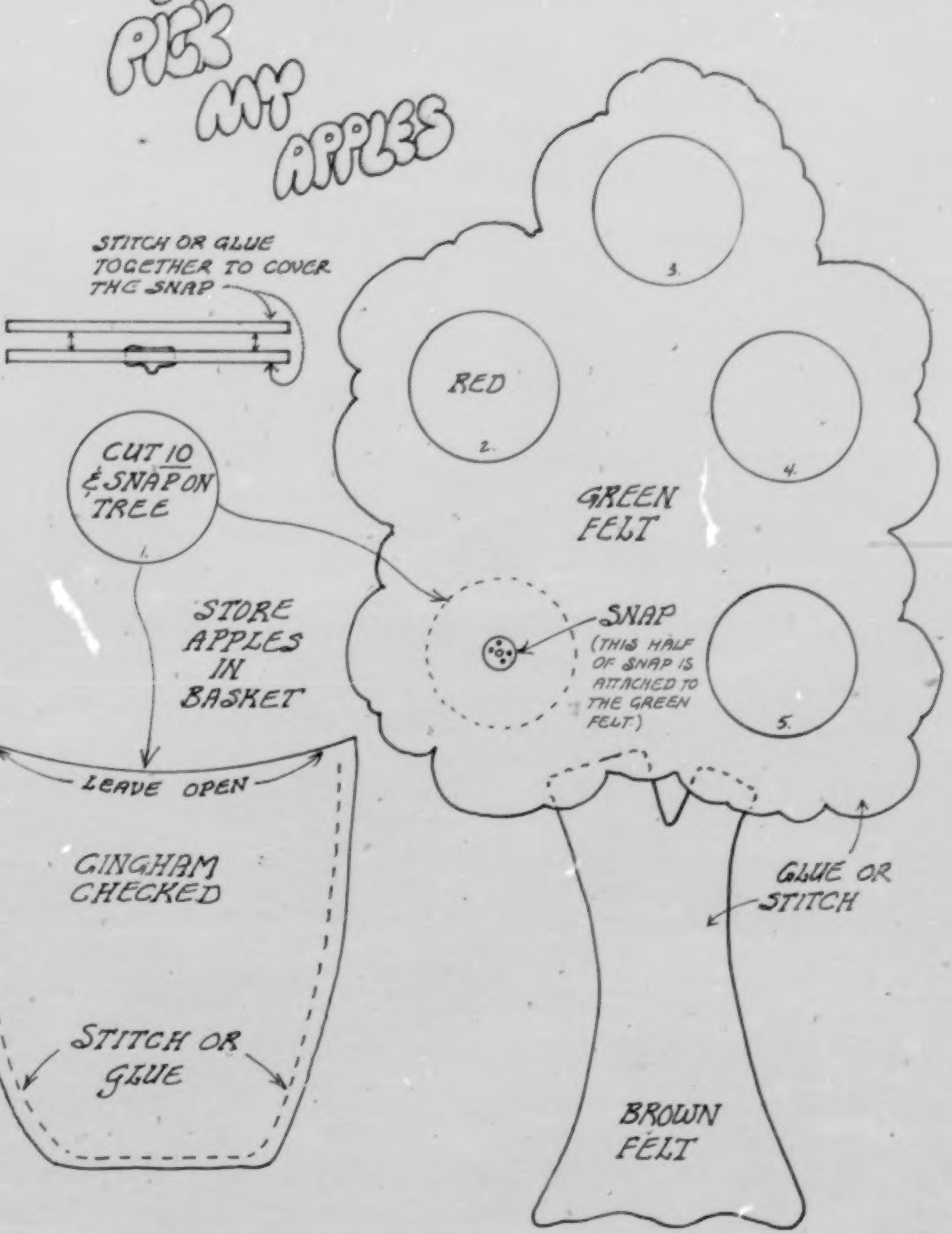
BUTTON MY SHIRT


CUT 4
SEW BUTTONS TO PAGE
GINGHAM CHECK
BUTTON HOLES
STITCH OR GLUE
LEAVE FLAPS LOOSE

PUT YOUR HAND IN MY MITTEN

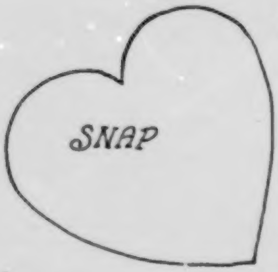

STITCH OR GLUE
LEAVE OPEN
CUT 1

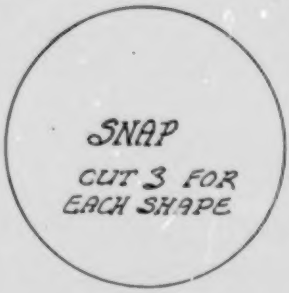
ASSIGNMENT SHEET #2

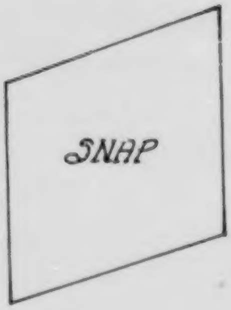

PICK MY APPLES
STITCH OR GLUE TOGETHER TO COVER THE SNAP
CUT 10 & SNAP ON TREE
1.
STORE APPLES IN BASKET
LEAVE OPEN
GINGHAM CHECKED
STITCH OR GLUE
3.
RED
2.
4.
GREEN FELT
SNAP
(THIS HALF OF SNAP IS ATTACHED TO THE GREEN FELT.)
5.
GLUE OR STITCH
BROWN FELT

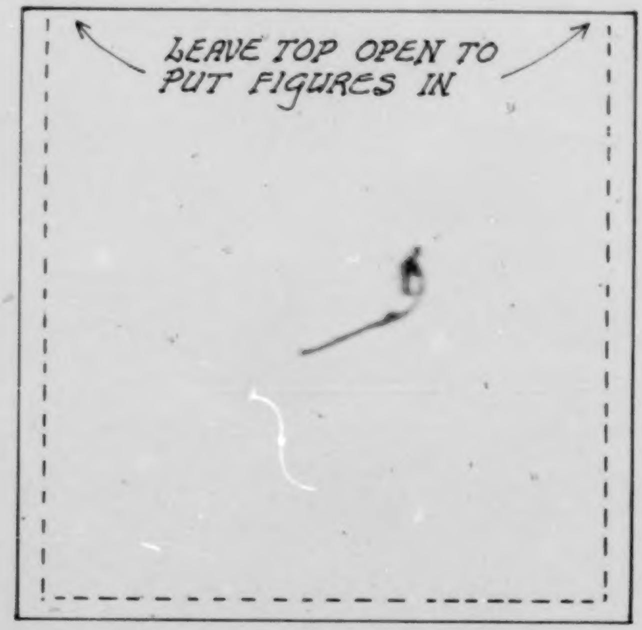
ASSIGNMENT SHEET #2

SNAP US OFF - ON !

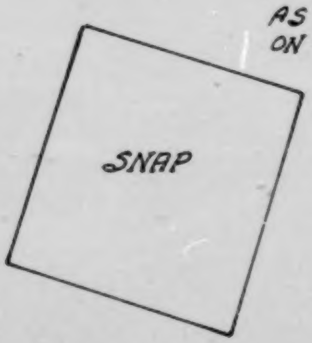


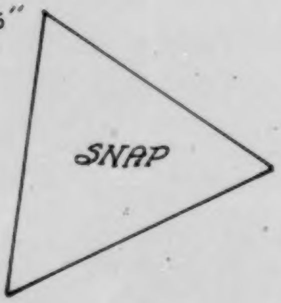

SNAP
CUT 3 FOR EACH SHAPE




LEAVE TOP OPEN TO PUT FIGURES IN

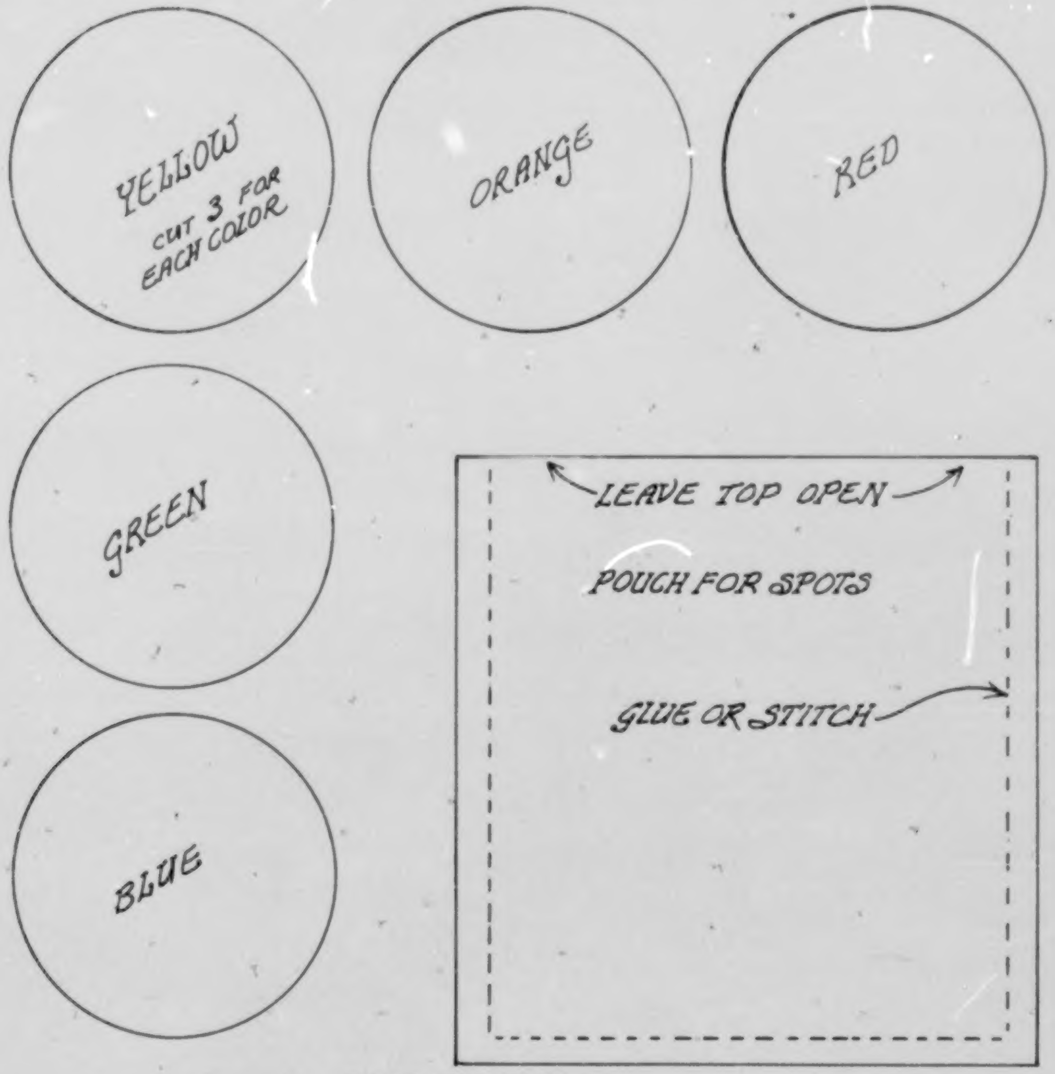
FOLLOW SAME DIRECTIONS AS ASSIGNMENT SHEET ON "MATCH THE COLORS"

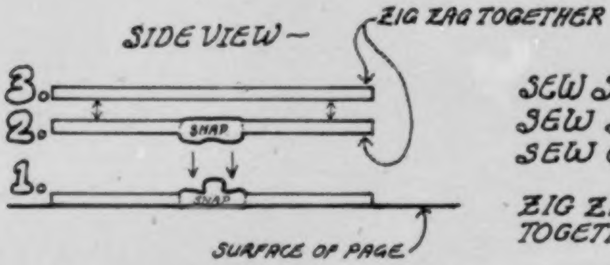




ASSIGNMENT SHEET #2

MATCH THE COLORS


YELLOW
CUT 3 FOR EACH COLOR
ORANGE
RED
GREEN
BLUE
LEAVE TOP OPEN
POUCH FOR SPOTS
GLUE OR STITCH

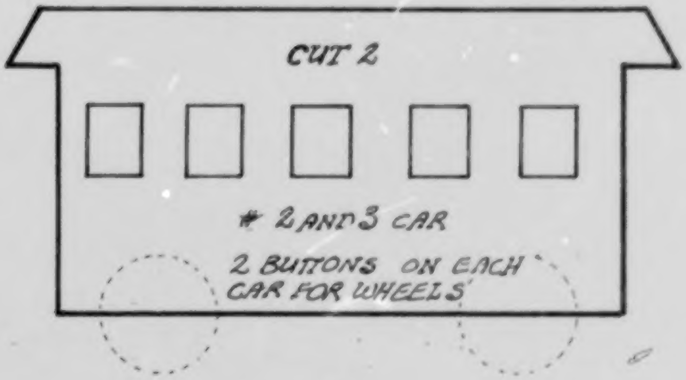

SIDE VIEW –
ZIG ZAG TOGETHER
3.
2.
SNAP
1.
SNAP
SURFACE OF PAGE

SEW SNAP ON SPOT ONE.
SEW SPOT ONE ON PAGE.
SEW OTHER HALF OF SNAP ON SPOT TWO.

ZIG ZAG SPOTS TWO AND THREE TOGETHER TO COVER THE SNAP.

ASSIGNMENT SHEET #2

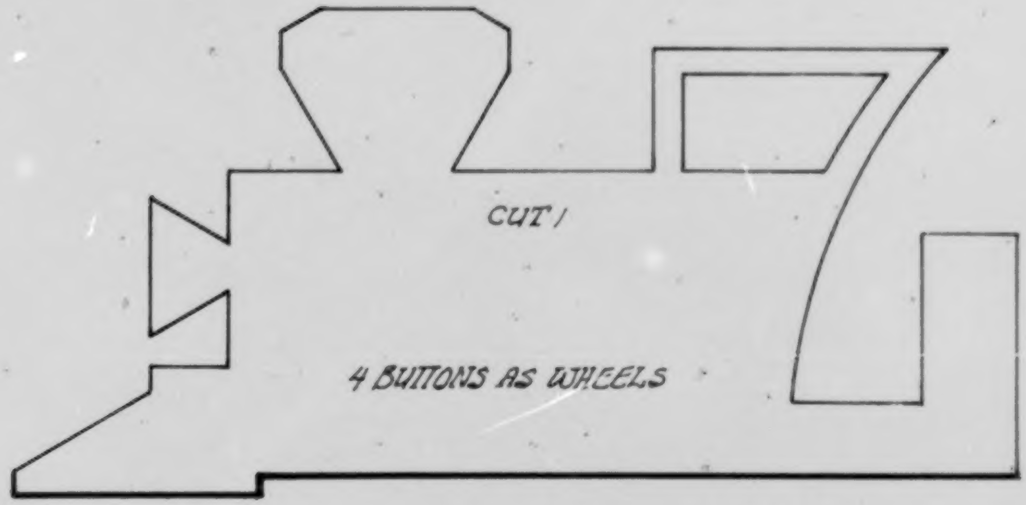
COUNT MY WHEELS



CUT 2

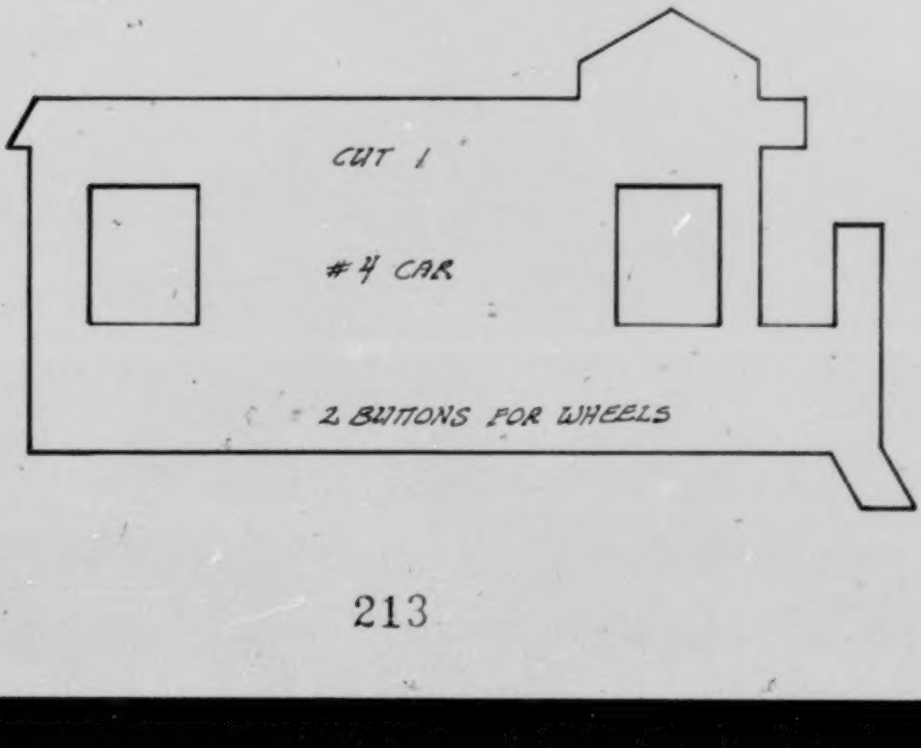
2 AND 3 CAR

2 BUTTONS ON EACH CAR FOR WHEELS



CUT 1

4 BUTTONS AS WHEELS



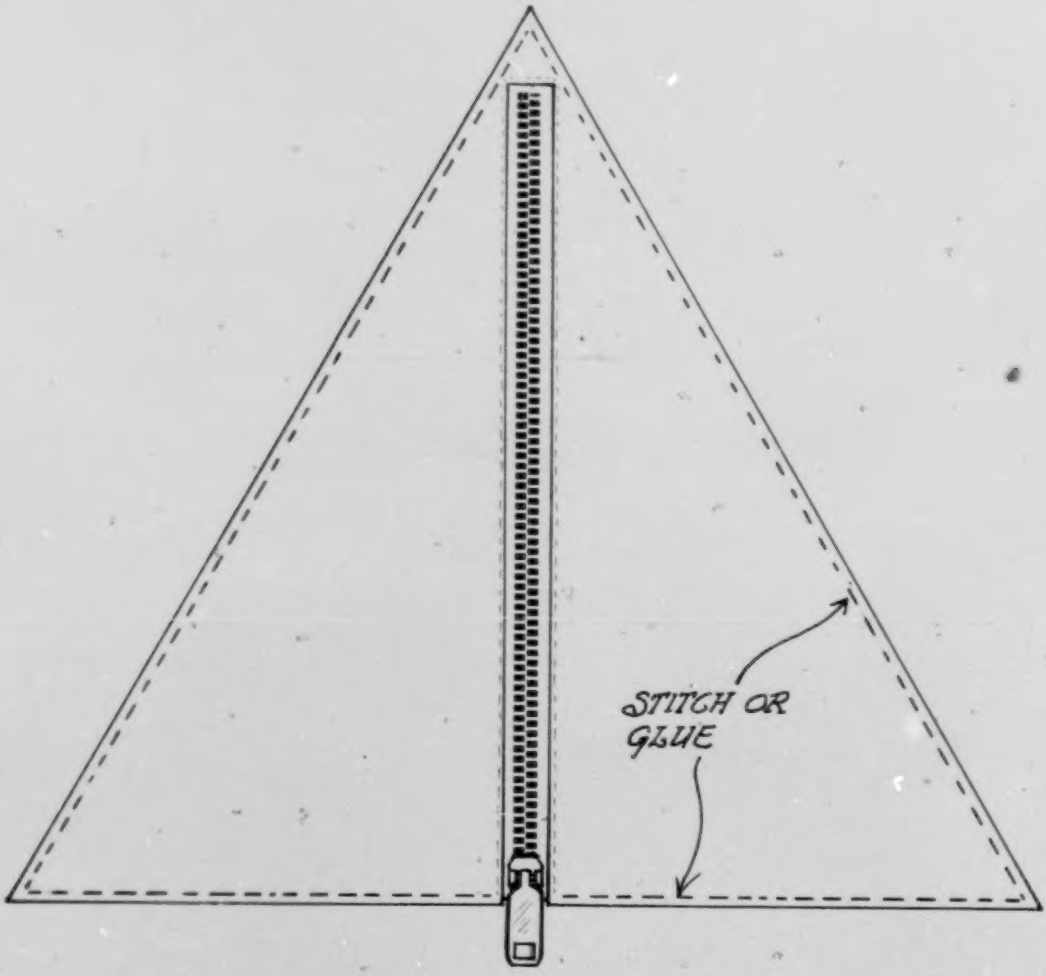
CUT 1

4 CAR

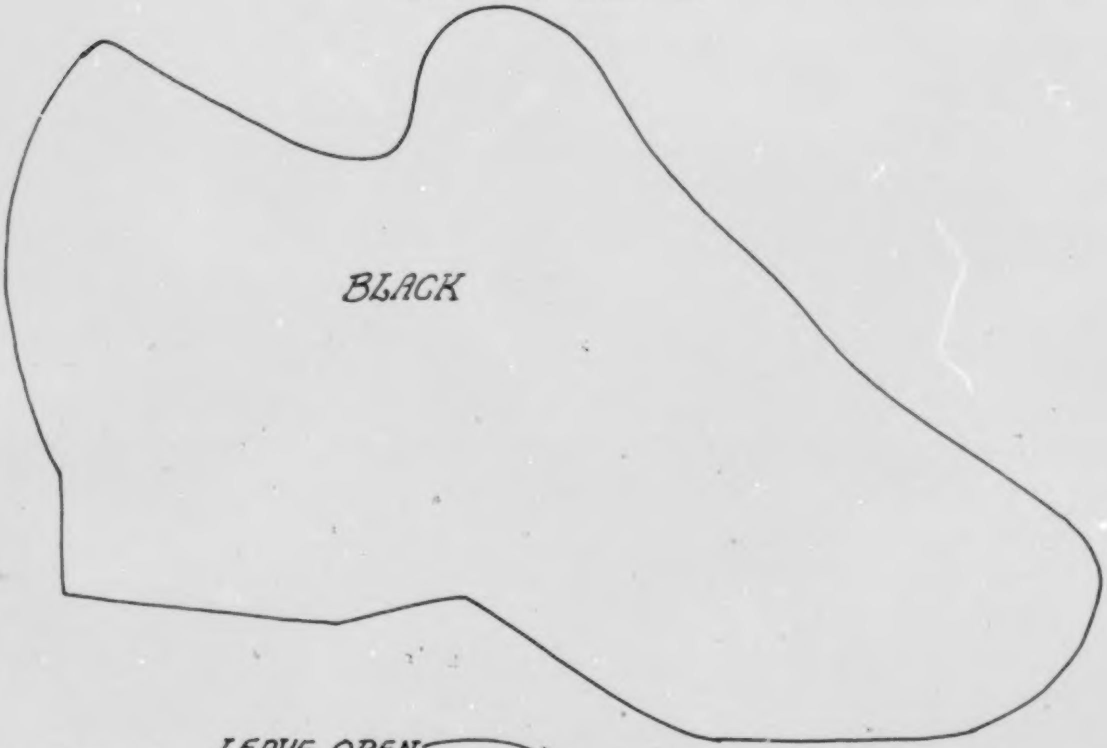
2 BUTTONS FOR WHEELS

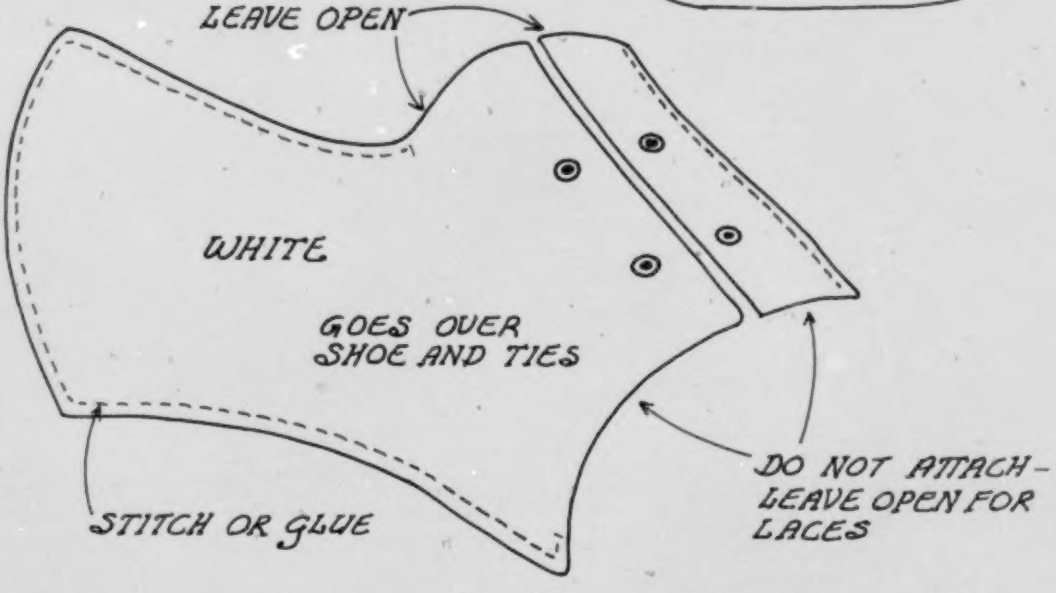
ASSIGNMENT SHEET #2

ZIP MY TENT


STITCH OR GLUE

ASSIGNMENT SHEET #2

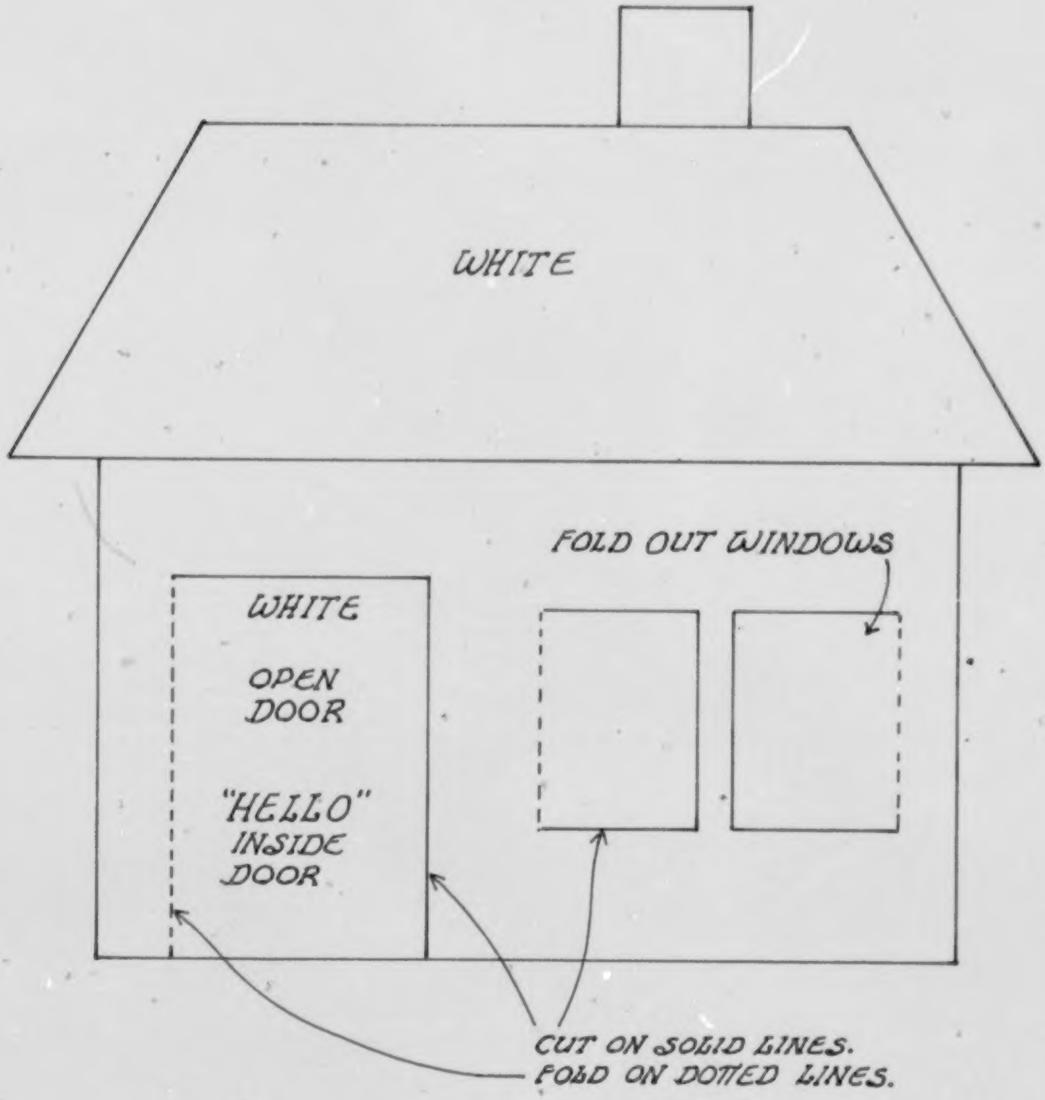



LEAVE OPEN
WHITE
GOES OVER SHOE AND TIES
STITCH OR GLUE
DO NOT ATTACH - LEAVE OPEN FOR LACES

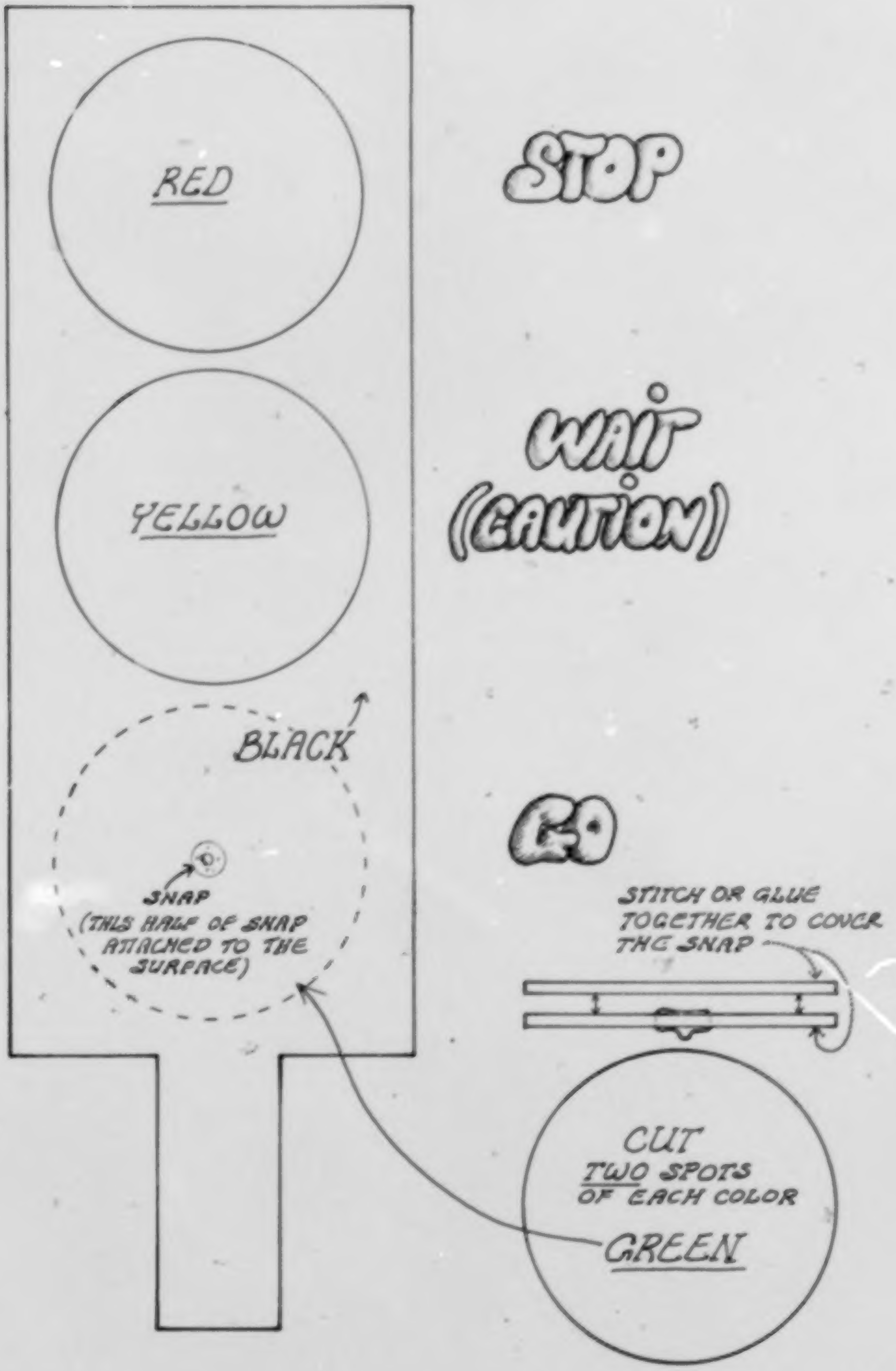
ONE, TWO TIE MY SHOE!

ASSIGNMENT SHEET #2

COME VISIT ME!


WHITE
FOLD OUT WINDOWS
WHITE
OPEN DOOR
"HELLO" INSIDE DOOR
CUT ON SOLID LINES.
FOLD ON DOTTED LINES.

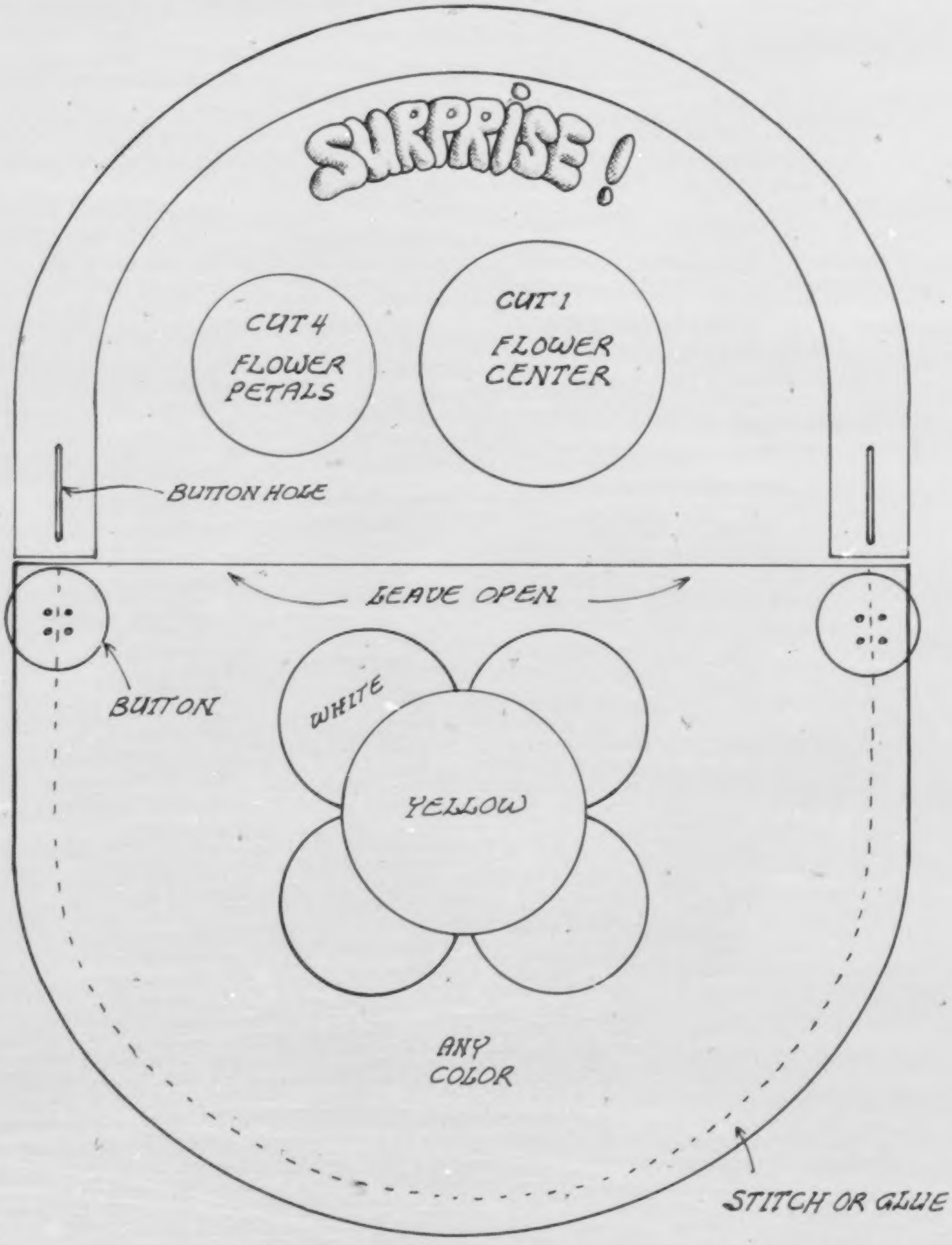
ASSIGNMENT SHEET #2


RED
YELLOW
BLACK
SNAP
(THIS HALF OF SNAP ATTACHED TO THE SURFACE)
STOP
WAIT (CAUTION)
GO
GREEN

STITCH OR GLUE TOGETHER TO COVER THE SNAP

CUT TWO SPOTS OF EACH COLOR

ASSIGNMENT SHEET #2


SURPRISE!
CUT 4
FLOWER PETALS
CUT 1
FLOWER CENTER
BUTTON HOLE
LEAVE OPEN
BUTTON
WHITE
YELLOW
ANY COLOR
STITCH OR GLUE

PLACE REAL SUCKER IN PURSE

CHILD CARE ACTIVITIES
UNIT II

ASSIGNMENT SHEET #3--WRITE A GOOD STORY FOR CHILDREN

Write a short, simple story that could be used to entertain while caring for a child or children. Write your story below. Attach extra sheets if necessary.

(NOTE: Ask the teacher if it would be possible to tape record your story.)

74-C

ASSIGNMENT SHEET #3

After you prepare your story, tell it to a child or children. Answer these questions.

		YES	NO
1.	Did the story have familiar places, people, events?	______	______
2.	Did it appeal to the child's imagination?	______	______
3.	Did it have lots of action?	______	______
4.	Did it frighten or upset the child?	______	______
5.	Did you know the story well?	______	______
6.	Could the child see and hear you easily?	______	______
7.	Did you have pictures to use?	______	______
8.	Did you dramatize people and events?	______	______
9.	Did the child enjoy your story?	______	______

CHILD CARE ACTIVITIES
UNIT II

ASSIGNMENT SHEET #4--MAKE A CHILD CARE ACTIVITY KIT

Toys are a child's tools for play. Toys teach a child to investigate, observe, reason, remember, build, and coordinate mind and body. Also, play materials and toys help keep children within safety bounds for play. Toys need not be expensive, but they should provide experiences in seeing, touching, and helping to control and develop the body.

Many common household items may become fascinating toys for children. Gather the following materials to include in a child care activity kit.

Empty spools
Clothespins, dozen or more
BLUNT-ENDED scissors, 2 pair
Paste (Job Sheet #1)
Old newspapers and/or colored construction paper
Old magazines, mail order catalogues, seed catalogues, or greeting cards
Stiff cardboard, 1 piece
Magnet
Pipe cleaners
Long piece of old clothesline, 1.8 m - 2.1 m (6 - 7 feet)
Clothesline, three pieces, two about 30.5 cm (12") and one about 15.2 cm (6")
Bean bag (Assignment Sheet #2)
Scotch tape, paper clips, and scratch pad
Buttons
String
Couple of children's books (could be borrowed from library)
Crayons
Pencil
Ten pennies

(NOTE: Add tissue paper, bandaids, safety pins, and napkins to make the "Bag of Tricks" become an emergency kit.)

Sample activities that can be played from your child care activity kit:

"GUESS WHAT?" is always good for a giggle and gives the child a chance to satisfy curiosity by finding out just what is in the "Bag of Tricks." There are many questions you can ask the child.--"How many clothespins have I in my hand?" "How many pencils are in this bag?" "How long is this string?" "How many pipe cleaners are in this bag?" Let child shut eyes and grab things in the bag and guess what they are from the way they feel.

(NOTE: You might want to invest in a small surprise, e.g., gum, gum drops, or a small trinket.)

ASSIGNMENT SHEET #4

PAPER CHAINS can be made jointly by sitter and child/children. Cut colored paper strips about 2.5 cm (1") wide and 15.2 cm (16") long. Bend the first strip into a ring and paste the ends together. Run the next one through the ring and paste it together. Continue until you have a nice long chain.

(NOTE: Colored pages from catalogues make nice chain links.)

PAPER LACE can be cut from the colored cover of your magazine. Fold a piece of paper in half, in half again, and once more in half. Cut squares and nicks and half circles along the edges and then unfold your chopped-up little morsel into a brand new piece of lace. If the scissors are sharp, scallop the edges.

PAPER STORE can be set up for business between sitter and child/children. Go through magazines for pictures of things to sell in the store, e.g., bread, tomatoes, soft drinks, sugar, or any item that appeals to the management (children, that is). Cut them out roughly and paste them on the cardboard. Neatly cut out the pictures on their cardboard backing. Make a small slit at the bottom of each cut-out. Take a piece of cardboard twice as wide as the cut-out slit; slit it halfway down. Slip split over slit so cut-out now has a base in the form of a cross and will stand alone. Children can purchase items with the pennies.

(NOTE: Assembling the store will take a good half hour. If children show signs of restlessness even if you are in the middle of setting up the store change to something else. They will come back to it after they have taken a turn at something else. Also, instead of playing store, they can play house or play baby the same way by cutting out and mounting appropriate pictures.)

HARD LINES is only one game that can be played with pencil and paper. Tell the child to scratch any line on a piece of paper and you will make a picture out of it. A wiggly **S** line can become a snake without too much effort or a careless dash becomes a hat brim with a person under it. If the child is old enough, you could scratch the line and let the child make the picture.

ROPE TRICKS can help a child to learn the alphabet. Use the three rope ends to make letters. Use the long rope for playing horse or. for skipping.

MAKE JEWELRY by stringing empty spools, buttons, macaroni, cereals, or other suitable materials.

CARDBOARD PUZZLES can be fun for children. Cut out pictures from magazines, calendars, greeting cards, or catalogues. Paste pictures on pieces of cardboard larger than the pictures. Rub with fingers to smooth out air bubbles or paste blobs. Let dry. Trim excess cardboard. Draw puzzles (4 to 8 pieces). Cut out puzzle. Store in a box or small plastic bag when not in use.

(NOTE: Keep puzzle pictures SIMPLE, e.g. boat, house, animal, children. Not only can a puzzle be an inexpensive gift for a younger child, but older children can help or make their own. Cover with clear contact paper to increase durability.)

CHILD CARE ACTIVITIES
UNIT II

ASSIGNMENT SHEET #5--DIRECT CHILD CARE ACTIVITIES

A child care worker is expected to entertain children while they are awake. Parents are paying a sitter to care for and protect as well as to entertain their children. Do not plan to study or watch television until the children are asleep.

(NOTE: Remember that a little praise goes a long way in directing any activity with children. A little praise needs to be something more than the same few phrases repeated over and over. Children need more than the traditional "good," "very good," and "fine.")

Examples: "That's really nice;" "Thank you very much;" "That's great;" "Good job;" "Good for you;" "Super;" "You make it look so easy"

Direct one of the activities described below:

SPONGE AND POTATO PAINTING
(Suggested for child 4 1/2 years or older)

Materials needed:

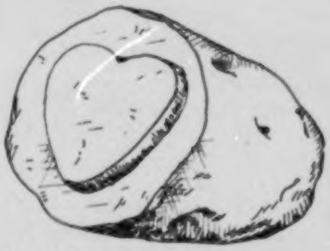
Fingerpaint (Job Sheet #1), sponge, clothespins, potato, scissors, paper

How to sponge paint:

1. Cut various shapes from sponge
2. Fasten sponge on end of clothespin
3. Dip sponge into paint
4. Make design on paper

How to potato stamp:

1. Carve design or figure into potato



ASSIGNMENT SHEET #5

2. Dip potato in paint

3. Press design on paper

(NOTE: Write or print child's name on the picture.)

SPOT PAINTING

(Suggested for child 3 or 4 years old)

Materials needed:

Fingerpaint (Job Sheet #1), 30.5 cm x 45.7 cm (12" x 18") manila paper

How to spot paint:

1. Fold sheets of manila paper in half lengthwise
2. Fold sheets of paper in half crosswise
3. Put small amount of paint in the center

   (NOTE: Several colors may be used.)
4. Have child press SLIGHTLY on the folded paper
5. Open paper
6. Show child what he has made
7. Allow to dry

CREATIVE NAME

Materials needed:

Paper and crayons

How to make a creative name:

1. Write child's name dark with crayon on paper
2. Fold paper in half
3. Press

   (NOTE: Using an iron may help complete the creative name.)

CHILD CARE ACTIVITIES
UNIT II

JOB SHEET #1--PREPARE PLAY MATERIALS

(NOTE: Paints, play dough, and paste are versatile play materials that can be used by a child to build or create anything he/she can imagine, even though it is unimportant if whatever is built actually resembles the real life object. Play dough, paint, and paste can be used to stretch a child's attention span, develop his imagination, and foster creativity.)

I. Fingerpaint (suggested for child 4 years and older)

  A. Equipment and supplies

    1. Measuring cups
    2. Saucepan
    3. Spoon
    4. Small jars with lids (baby food jars)

  B. Procedure one

    1. Gather ingredients

      a. Flour or cornstarch, 125 mL (1/2 cup)
      b. Cold water, 125 mL (1/2 cup)
      c. Hot water, 125 mL (1/2 cup)
      d. Art color powder or bits of crayons

    2. Measure 125 mL (1/2 cup) flour or cornstarch into saucepan
    3. Mix with cold water and then hot water until it bubbles
    4. Stir constantly to prevent lumps
    5. Add color powder when it boils
    6. Allow to cool

  C. Procedure two

    1. Gather ingredients

      a. Starch, 125 mL (1/2 cup)
      b. Soap flakes, 375 mL (1 1/2 cups)

JOB SHEET #1

      c. Glycerine, 15 mL (1 tablespoon)
      d. Art color powder or food coloring

   2. Mix starch with enough cold water to make a smooth paste
   3. Add boiling water and cook until glossy
   4. Stir in soap flakes while mixture is warm
   5. Add 15 mL (1 tablespoon) glycerine when cooked to preserve mixture
   6. Pour mixture into jars and stir in desired colors; add enough coloring to make a strong color

(NOTE: Finger paint can be made to vary in texture. Add 250 mL (1 cup) of salt to finger paint. Children enjoy the different touch. 250 mL (1 cup) of sawdust can be added to fingerpaint to make a soft putty that can be shaped, dried, and painted or shellacked.)

II. Play dough (suggested for child 3 years or older)

A. Equipment

1. Measuring cups
2. Large bowl
3. Spoon

B. Procedure one

1. Gather ingredients
   a. Water, 375 mL (1 1/2 cups)
   b. Salt, 125 mL (1/2 cup)
   c. Alum, 30 mL (2 tablespoons)
   d. Cooking oil, 15 mL (1 tablespoon)
   e. Flour, 500 mL (2 cups)
2. Mix water and salt
3. Bring water and salt mixture to a boil
4. Add food coloring
5. Pour into large bowl

JOB SHEET #1

6. Add alum, cooking oil, flour
7. Mix well by hand

C. Procedure two

1. Gather ingredients
    a. Flour, 250 mL (1 cup)
    b. Salt, 125 mL (1/2 cup)
    c. Cold water
    d. Food coloring
2. Add salt to flour
3. Mix well
4. Add cold water to make pie dough consistency
5. Add food coloring

III. Paste

A. Equipment

1. Measuring cups
2. Saucepan
3. Jar and lid

B. Procedure

1. Gather ingredients
    a. Boiling water, 250 mL (1 cup)
    b. Flour, 62.5 mL (1/4 cup)
    c. Cold water, 62.5 mL (1/4 cup)
2. Mix 62.5 mL (1/4 cup) flour and 62.5 mL (1/4 cup) cold water
3. Add flour and water mixture to boiling water

JOB SHEET #1

4. Stir constantly
5. Cook until mixture becomes clear
6. Allow mixture to cool
7. Store paste in clean jar with lid
8. Keep leftover paste in refrigerator

CHILD CARE ACTIVITIES
UNIT II

TEST

NAME ______________________ SCORE ______________

1. Select from the list below characteristics of a good toy. Place an "X" in the appropriate blanks.

   _____a. Expensive

   _____b. Attractive shape and color

   _____c. Suited for one use

   _____d. Educational

   _____e. Easily cleaned

   _____f. Designed to last a specified length of time

2. Select from the list below characteristics of a good story for children. Place an "X" in the appropriate blanks.

   _____a. Features a lot of action

   _____b. Is a good scarey story

   _____c. Has a lot of words and not very many pictures

   _____d. Is colorful

   _____e. Suits child's age

3. Name three ways to help children in their play activities.

   a. ______________________________

   b. ______________________________

   c. ______________________________

4. Evaluate a toy for safety.

5. Make two simple toys.

6. Write a good story for children.
7. Make a child care activity kit.
8. Direct child care activities.
9. Prepare play materials.

(NOTE: If activities 4-9 have not been accomplished prior to the test, ask your instructor when they should be completed.)

CHILD CARE ACTIVITIES
UNIT II

ANSWERS TO TEST

(NOTE: The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

1. Select from the list below characteristics of a good toy. Place an "X" in the appropriate blanks. (12 points)

   _____a. Expensive

   __X__b. Attractive shape and color

   _____c. Suited for one use

   __X__d. Educational

   __X__e. Easily cleaned

   _____f. Designed to last a specified length of time

2. Select from the list below characteristics of a good story for children. Place an "X" in the appropriate blanks. (10 points)

   __X__a. Features a lot of action

   _____b. Is a good scarey story

   _____c. Has a lot of words and not very many pictures

   __X__d. Is colorful

   __X__e. Suits child's age

3. Name three ways to help children in their play activities. (3 points)

   (NOTE: Any three of the following are acceptable.)

   a. Let child play on own as much as possible

   b. Provide playthings that are suitable for child's age and size

   c. Provide play items child can enjoy without having to be too careful

   d. Take time to help child when help is asked for or needed

   e. Show each child by your actions that the child is liked and respected

   f. Don't expect child to play very long with any one thing

   g. Always be alert to see that child will not get hurt
   h. Be ready with ideas of things to do and play
   i. Help child with the picking up if needed
   j. Have fun with child

4. Evaluate a toy for safety. (5 points)
5. Make two simple toys. (15 points)
6. Write a good story for children. (10 points)
7. Make a child care activity kit. (15 points)
8. Direct child care activities. (15 points)
9. Prepare play materials. (15 points)

(NOTE: Activities 4-9 should be evaluated to the satisfaction of the instructor.)

PATTERN AND FABRIC SELECTION
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to select suitable pattern and fabric for a sewing project. This knowledge will be evidenced by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with pattern and fabric selection to the correct definitions.
2. Match types of lines to the correct effects/descriptions.
3. Name optical illusion techniques and effects.
4. Explain the four ways to test fabric in stores.
5. Distinguish between information found on front and back of the pattern envelope.
6. Determine pattern type and size.
7. Select pattern and fabric yardage.

PATTERN AND FABRIC SELECTION
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Discuss unit and specific objectives.

D. Discuss information and assignment sheets.

E. Reinforce objectives two and three by having students find pictures that exemplify the four basic lines and optical illusion techniques.

F. Collect samples of different fabrics; have students "practice test" a fabric in manner described in objective four.

G. Collect drawings or pictures of clothing down through the centuries. Can students identify the basic clothing shapes?

(NOTE: Check additional references for examples.)

H. Demonstrate to students proper procedures for taking body measurements.

I. Make a list of patterns and fabrics that are acceptable for clothing construction projects.

(NOTE: A list of suggested patterns saves teacher much consultation time.)

J. Purchase metric measuring tapes for department!

K. Point out related careers.

Examples: Pattern grader, stamper, drafter

(NOTE: Check additional references for examples.)

L. Demonstrate and assist students with necessary pattern alterations.

M. Use Assignment Sheet #1 to illustrate the "fool-the-eye magic" of optical illusion; relate to clothing design and figures.

N. Show students or invite resource person to demonstrate the selection and importance of foundation garments.

O. Give test.

P. Reteach if necessary.

II. Unit references:

A. Graef, Judy Lynn, and Strom, Joan Buesher. *Concepts in Clothing.* Dallas: Webster Division/McGraw-Hill Book Company, 1976.

B. Clements, Irene, and Coffey, Judy. *Home Economics I: Basic Core Curriculum.* Stillwater: Oklahoma State Department of Vocational-Technical Education, 1972.

III. Additional references:

A. Craig, Hazel Thompson. *Clothing: A Comprehensive Study.* New York: J. B. Lippincott Company, 1968. (Chapters 3, 4, 8)

B. Gawne, Eleanor Jerner, and Oerke, Bess V. *Dress.* 4th ed. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1975. (Chapter 1)

C. Sturm, Mary Mark; Greiser, Edwina Hefley; Lyle, Dorothy Siegert; and Roberts, Jane Ellen. *Guide to Modern Clothing.* Dallas: Webster Division/McGraw-Hill Book Company, 1973. (Chapter 7)

D. McDermott, Irene E., and Nicholas, Florence W. *Homemaking for Teenagers: Book 1.* 7th ed. Peoria, Illinois: Chas. A. Bennett, Co., Inc., 1975.

PATTERN AND FABRIC SELECTION
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Shape of garment--Silhouette or outline

B. Optical illusion--Making something appear different from the way it actually is (Assignment Sheet #1)

C. Line--Details of a garment that divide it into smaller areas

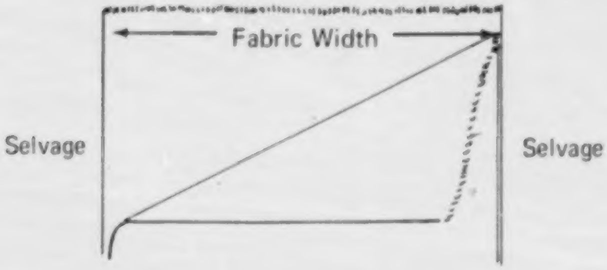
Examples: Belts, waistline seams, necklines, hemlines

D. Yardage--Amount of fabric necessary to make a particular project

(NOTE: The view; napped, plaid, or one-way design; width of fabric; and your size are considered.)

E. Fabric width--Distance between uncut edges

Examples: 90 cm (36 in), 115 cm (45 in), 150 cm (58 in)



F. Ease--Making one section of a seam, which is slightly fuller or longer, fit the narrower or shorter section without gathering or puckering

Examples: Sleeves, hems, facings

II. Lines and effects/descriptions

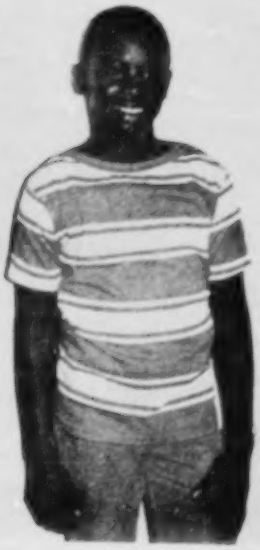
A. Vertical--Lines that go up and down; usually create an effect of height and slimness

Examples: Vertical seams, tucks, pleats, vertical striped fabric

INFORMATION SHEET

B. Horizontal--Lines that go across; usually add width to a thin figure and divide the length of a tall person

Examples: Waist line seams, belts, square yokes



INFORMATION SHEET

C. Curved--Lines that are rounded or that have no straight parts; tend to draw attention and, therefore, increase the apparent size and shape of the figure

Examples: Round collars, curved seams and darts, ruffles, gathers

D. Diagonal--Lines that slant (not vertical or horizontal); add height to a short figure or width to a thin figure; draw attention to the area where they are used

(NOTE: The more vertical the diagonal lines, the more slenderizing the effect.)

Examples: Long pointed collar, bias cut seams, wrap-around dress, V neckline

INFORMATION SHEET

III. Optical illusion techniques and effects

  A. Vertical lines can help make an individual appear taller

  B. Horizontal lines widen the body and make person appear shorter

  C. Shape can emphasize or camouflage physical characteristics

  Example: Tubular shapes add height and hide a thick middle

  D. Dull, rough textures decrease body size while smooth, shiny textures increase it

IV. Ways to test fabric in stores

  A. Check the cut edge of the cloth; if edge ravels or frays easily special sewing techniques will be required to finish seams

  B. Crush a corner of fabric in hand for several seconds and release it; if the fabric holds wrinkles easily there will be a need for frequent touch-up ironings to maintain a fresh look

  C. Hold a piece of cloth between the thumb and first finger of each hand and stretch it; if the fibers separate easily when pulled, garment may pull at the seams

  D. Look closely at the grain line; yarns should meet at right angles for the material to be grain-perfect

  (NOTE: If the cloth is printed, woven, or cut off-grain, the hang of garment will be affected. Never buy fabric that is off-grain. IN MOST FABRICS IT CANNOT BE CORRECTED!)

V. Pattern information (Assignment Sheet #2)

  A. Front of pattern envelope

    1. Picture(s) of garment

    2. Pattern number

    3. Size and figure type

    4. Price of pattern

    5. Name of pattern company

INFORMATION SHEET

B. Back of pattern envelope

1. Amount of fabric to purchase
2. Special instructions for different types of fabric
3. Sewing notions needed
4. Suitable fabric
5. Body measurement and size chart
6. Yardage chart
7. Back view of each garment
8. Number of pieces in the envelope
9. Pattern number
10. Description of the garment
11. Name of pattern company

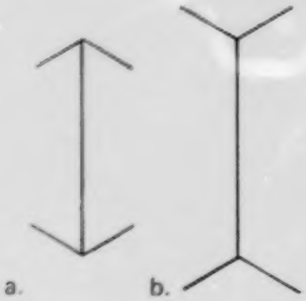
PATTERN AND FABRIC SELECTION
UNIT I

ASSIGNMENT SHEET #1--OPTICAL ILLUSION

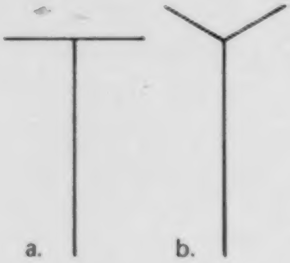
Can your eyes always believe what they see? Through the clever use of optical illusion it is possible to deceive the eye.

In each grouping circle the line that appears longer.

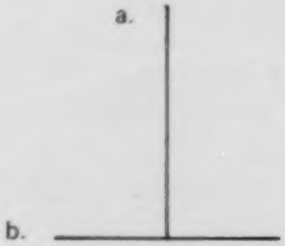
1.



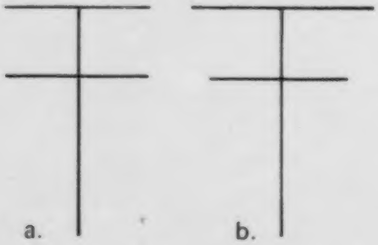
2.



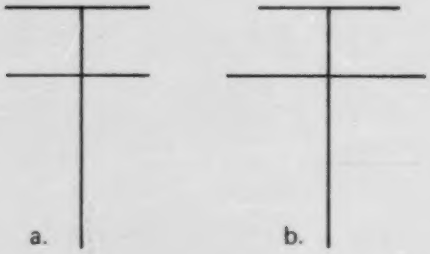
3.



4.



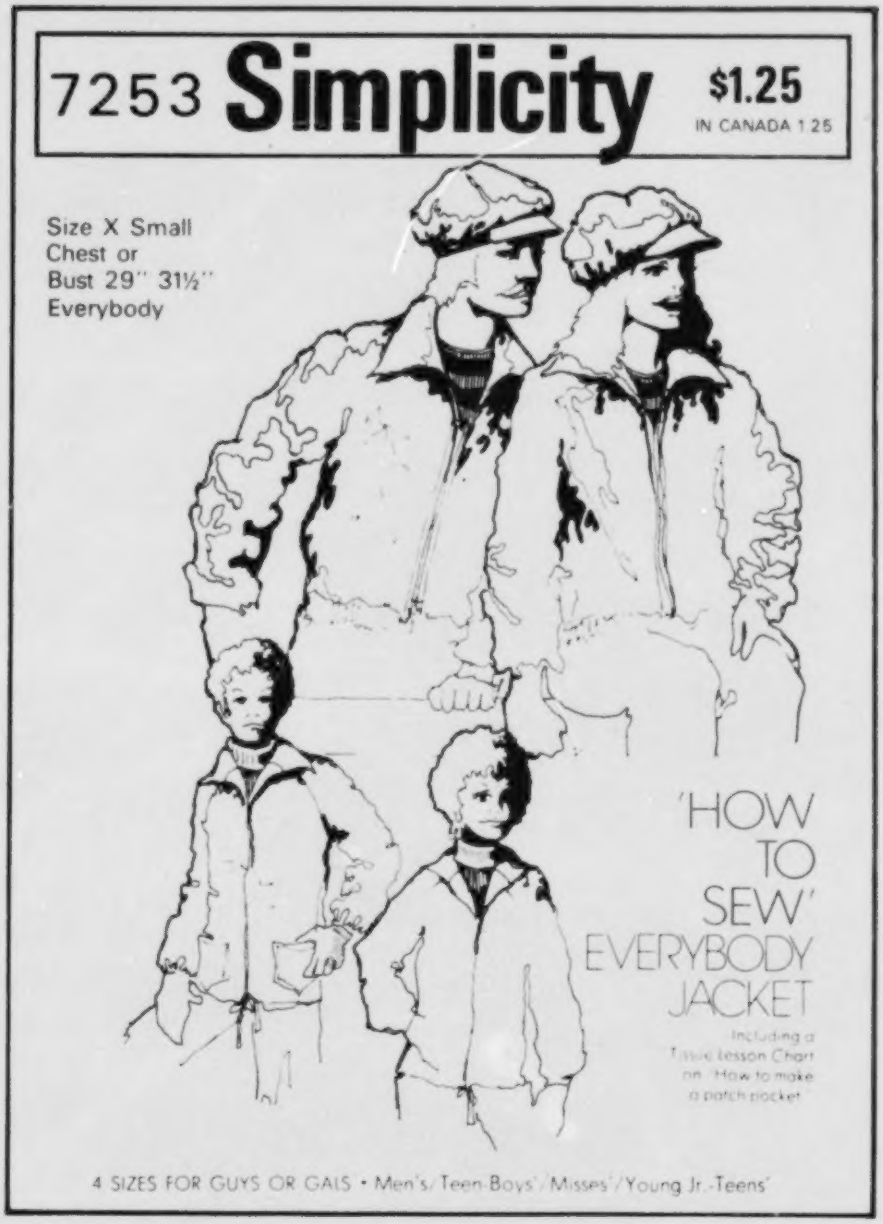
5.



PATTERN AND FABRIC SELECTION
UNIT I

ASSIGNMENT SHEET #2--DETERMINE VITAL PATTERN AND FABRIC SHOPPING INFORMATION

Use the reproduction of the pattern envelope to answer the following questions.



7253 **Simplicity** $1.25
IN CANADA 1.25

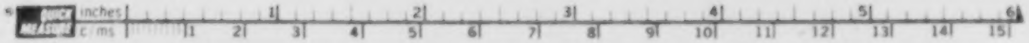
Size X Small
Chest or
Bust 29" 31½"
Everybody

'HOW
TO
SEW'
EVERYBODY
JACKET

Including a
Tissue Lesson Chart
on "How to make
a patch pocket."

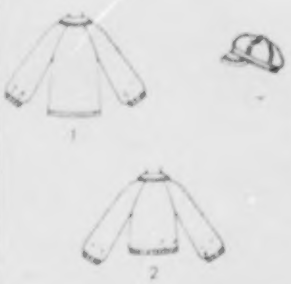
4 SIZES FOR GUYS OR GALS • Men's/Teen-Boys'/Misses'/Young Jr.-Teens'

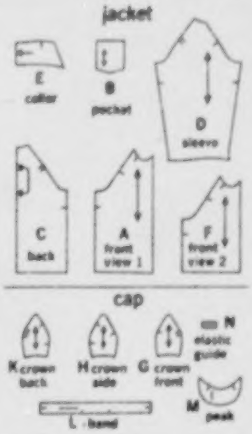
ASSIGNMENT SHEET #2



7253

12 PIECES GIVEN





A PATTERN FROM SIMPLICITY'S "HOW-TO-SEW" SERIES

SIMPLE-TO-SEW

EVERYBODY UNLINED JACKET IN TWO LENGTHS AND CAP Cap is one size (Including A Lesson Chart "How-to Make A Patch Pocket"). The unlined jacket with front separating zipper has collar, long raglan sleeves gathered with elastic casings, patch pockets, top-stitching trim and cord drawstring slipped thru casing at lower edge. V. 1 is about hip length. V. 2 is approximately waist length. The one size cap has peak and top-stitched seamed crown with button trim.

Suggested fabrics—Denim, chino, poplin, chambray, sharkskin, canvas, duck, gabardine, tweed, cire, quilted fabric, lightweight wool, double knit.

NOTE: THIS PATTERN IS SUITABLE FOR MISSES', YOUNG JUNIOR TEENS', TEEN-BOYS' AND MEN'S SIZES. PURCHASE THE PATTERN ACCORDING TO YOUR CHEST OR BUST MEASUREMENTS AS LISTED BELOW.

Metric conversion chart given on enclosed direction sheet

Extra fabric needed to match plaids, stripes, one-way designs.
Not suitable for obvious diagonal fabrics.

Fabric required	Sizes	**X SMALL**	**SMALL**	**MEDIUM**	**LARGE**	
Chest or Bust		29-31½	32-34	35-36½	38-40	Ins.
Miss		6-8	10-12	14	16-18	"
Young Junior Teen		7-8-9-10	11-12-13-14	15-16	—	"
Teen-Boy		—	14-16	18-20	—	"
Men		—	34	36	38-40	"
View 1 Jacket						
35" or 36" without nap		2⅝	2¾	2⅞	3	Yds.
44" or 45" without nap		2⅛	2¼	2⅜	2⅜	"
54" without nap		1⅝	1⅝	1⅞	1⅞	"
View 2 Jacket						
35" or 36" without nap		2½	2½	2⅝	2⅝	"
44" or 45" without nap		1⅝	1⅞	2	2	"
54" without nap		1⅜	1½	1½	1⅝	"

View 1 or 2 Jacket interfacing—⅛ yd. of 25", 32", 35" or 36" woven or non-woven, fusible or non-fusible.

View 1 or 2 Elastic for sleeve casings					
½" wide	⅞	⅞	⅞	⅞	Yd.

View 1 or 2 Narrow cotton cord for drawstring 1¾ yds.

Cap—One Size—⅝ yd of 35", 36", 44", 45" or 54" without nap
Interfacing—⅛ yd. of 23", 25", 32", 35" or 36" woven or non-woven, fusible or non-fusible
Elastic for band—⅛ yd. of 1" wide

Garment Measurements					
Finished back length of jacket v. 1	25⅝	25⅝	25⅝	25⅝	Ins.
Finished back length of jacket v. 2	19⅝	19⅝	19⅝	19⅝	"

Sewing notions—Thread. Jacket View 1: 22" heavyweight separating zipper. Jacket View 2: 16" heavyweight separating zipper. Cap: One 1" button (opt.) ½" wide single fold bias tape.

PRINTED IN U.S.A. • IMPRIME AUX U.S.A. © 1975 SIMPLICITY PATTERN CO. INC., 200 MADISON AVENUE, NEW YORK, N. Y. 10016
IN CANADA: DOMINION SIMPLICITY PATTERNS, LTD., 120 MACK AVE., SCARBOROUGH, ONTARIO M1L 1N3

ASSIGNMENT SHEET #2

1. What is the pattern size?

2. What are suitable fabrics for the garment?

3. How much fabric is required for View 2?

   (NOTE: The fabric is 45 inches wide.)

4. What notions are needed to make this garment?

5. What is the approximate chest or bust measurement of the person who will use this pattern?

6. How many pattern pieces will you need to make the garment?

7. What was the cost of the pattern?

8. What pattern TYPE is this pattern?

9. Write a description of the garment.

10. What is the name of the pattern company?

PATTERN AND FABRIC SELECTION
UNIT I

ASSIGNMENT SHEET #3--DETERMINE PATTERN TYPE AND SIZE

PART I - TAKE MEASUREMENTS

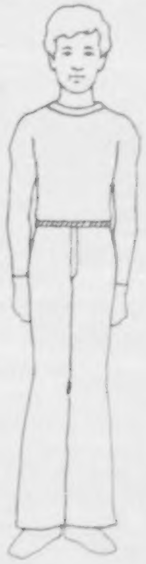
In order to select your correct pattern size, you will have to know your measurements. When you take your measurements you will need a partner to help adjust the measuring tape and read it accurately. After your measurements have been taken, you can switch roles and help your partner.

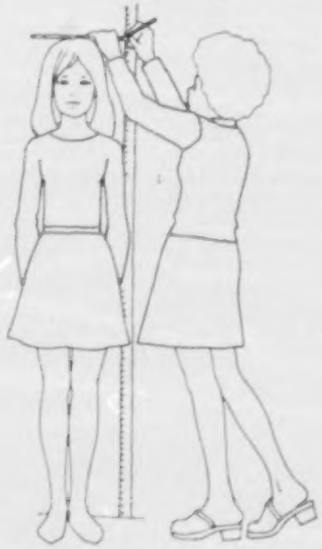
Before you begin, remove bulky articles of clothing that would add inches to your results. Next, tie a piece of string securely, but not tightly, around your waist. The string will define your natural waistline and give you a reference for taking several measurements.

Check the measuring tape to see that it has not been cut, stretched, or knotted. While your measurements are being taken, stand or sit straight but relaxed. If you slouch, you will change the shape of your body and distort your measurements. When you are taking someone else's measurements, hold the tape straight and even as it goes from one side of the body to the other (parallel to floor). Be careful not to twist it as you wrap it around the body. If you pull the tape too tight or not tight enough, you will not get true measurements.

As each measurement is taken, record it on the chart provided. This record of measurements should be used as a reference when you purchase a pattern or have to alter it. Use the guides below for taking measurements.

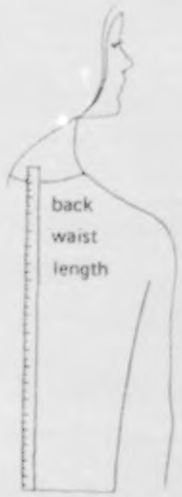
Height--Remove shoes and stand straight with your back against a wall. Your partner will mark with chalk or tape a spot on the wall level with the top of your head. Measure the distance from the mark to the floor.



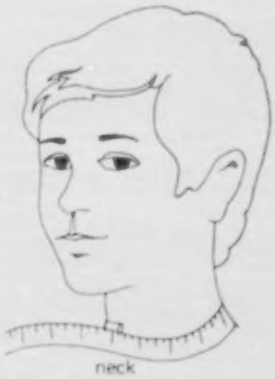


ASSIGNMENT SHEET #3

Back waist length--While standing, bend your head forward to find the prominent bone at the base of your neck. Place the end of the tape on this bone and lift your head. Hold the tape on the bone. Have your partner measure straight down the middle of your back to the string tied around your waist.



Neck-Place the tape on the bone found for the back waist length. Have your partner measure around the base of your neck. Add 1.27 cm (1/2 inch) and record the total on your chart.



Chest/Bust--Measure the fullest part of your chest by placing the tape across the back under the arms and around the front. While you hold the tape in front, your partner can check that it is straight and even around your body.

High bust/Upper chest--Measure directly under the arms and straight across the back.

ASSIGNMENT SHEET #3

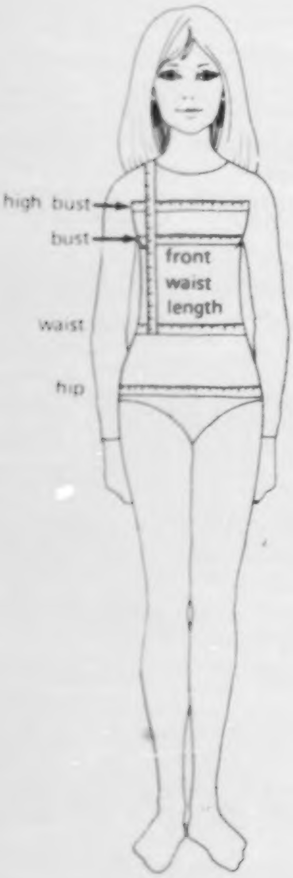
Waist--Wrap the tape comfortably around your waist (over the string). Do not pull the tape too tight or hold your breath while taking this measurement.

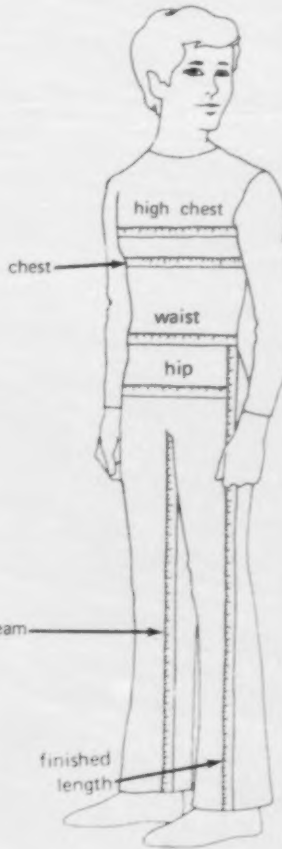
Hip--The hip measurement is taken around the fullest part of your body, usually 15 to 23 cm (6 to 9 in) below the natural waistline.

Inseam--Measure from the crotch seam to the bottom of pants leg.

Finished length--Begin at your waist, holding the tape along the outside of your leg, and measure to the desired length. This measurement will change, depending on the garment you are making.

(NOTE: Remember different heel heights can affect the desired length of a skirt or slacks.)

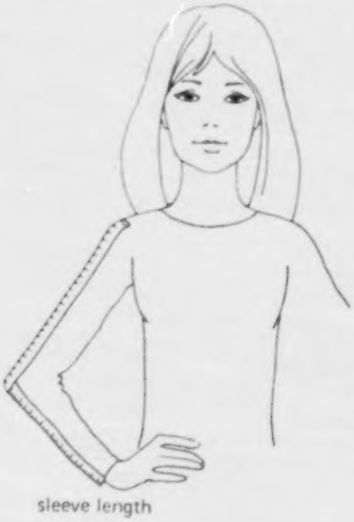

high bust
bust
front waist length
waist
hip

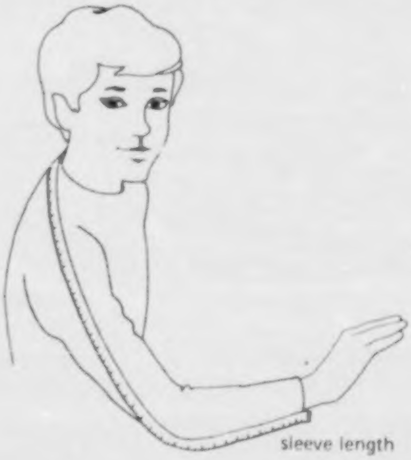

high chest
chest
waist
hip
inseam
finished length

ASSIGNMENT SHEET #3

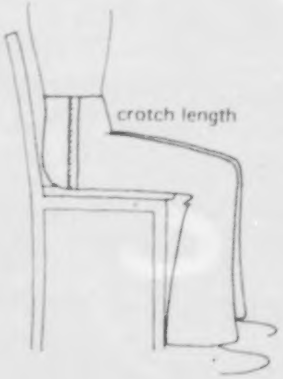
Sleeve length--Sleeve measurements are taken with the elbow bent. For women and girls, the tape is placed at the curve of the shoulder where the seam of the sleeve would be. Measure from this point straight down to the elbow. Bend the tape at the elbow and continue to the wristbone.

For men and boys, the tape is placed on the bone at the back of the neck. Measure over to the shoulder, down to the elbow, and then to the wristbone.





Crotch length--Sit straight but comfortably on a hard chair. Measure from your waist to the seat of the chair and add 1.9 cm (3/4 inch) for ease.



ASSIGNMENT SHEET #3

PART II - USE PATTERN BOOK MEASUREMENT CHART

The correct type for you depends on your HEIGHT, not on your age. From the illustration below select your pattern type.

MISSES'

Misses' patterns are designed for a well-proportioned, developed figure; about 5'5" to 5'6" without shoes.

Size	6	8	10	12	14	16	18	20
Bust	30½	31½	32½	34	36	38	40	42
Waist	23	24	25	26½	28	30	32	34
Hip	32½	33½	34½	36	38	40	42	44
Back Waist Length	15½	15¾	16	16¼	16½	16¾	17	17¼

MISSES'

Misses' patterns are designed for a well-proportioned, developed figure; about 1.65 m to 1.68 m without shoes.

Size	6	8	10	12	14	16	18	20	
Bust	78	80	83	87	92	97	102	107	cm
Waist	58	61	64	67	71	76	81	87	cm
Hip	83	85	88	92	97	102	107	112	cm
Back Waist Length	39.5	40	40.5	41.5	42	42.5	43	44	cm

JUNIOR PETITE

Junior Petite patterns are designed for a well-proportioned, petite figure; about 5' to 5'1" without shoes.

Size	3jp	5jp	7jp	9jp	11jp	13jp
Bust	30½	31	32	33	34	35
Waist	22½	23	24	25	26	27
Hip	31½	32	33	34	35	36
Back Waist Length	14	14¼	14½	14¾	15	15¼

JUNIOR PETITE

Junior Petite patterns are designed for a well-proportioned, petite figure; about 1.52 m to 1.55 m without shoes.

Size	3jp	5jp	7jp	9jp	11jp	13jp	
Bust	78	79	81	84	87	89	cm
Waist	57	58	61	64	66	69	cm
Hip	80	81	84	87	89	92	cm
Back Waist Length	35.5	36	37	37.5	38	39	cm

JUNIOR

Junior patterns are designed for a well-proportioned, shorter-waisted figure; about 5'4" to 5'5" without shoes.

Size	5	7	9	11	13	15
Bust	30	31	32	33½	35	37
Waist	22½	23½	24½	25½	27	29
Hip	32	33	34	35½	37	39
Back Waist Length	15	15¼	15½	15¾	16	16¼

JUNIOR

Junior patterns are designed for a well-proportioned, shorter-waisted figure; about 1.63 m to 1.65 m without shoes.

Size	5	7	9	11	13	15	
Bust	76	79	81	85	89	94	cm
Waist	57	60	62	65	69	74	cm
Hip	81	84	87	90	94	99	cm
Back Waist Length	38	39	39.5	40	40.5	41.5	cm

YOUNG JUNIOR/TEEN

This size range is designed for the developing preteen and teen figures; about 5'1" to 5'3" without shoes.

Size	5/6	7/8	9/10	11/12	13/14	15/16
Bust	28	29	30½	32	33½	35
Waist	22	23	24	25	26	27
Hip	31	32	33½	35	36½	38
Back Waist Length	13½	14	14½	15	15⅜	15¾

YOUNG JUNIOR/TEEN

This size range is designed for the developing preteen and teen figures; about 1.55 m to 1.60 m without shoes.

Size	5/6	7/8	9/10	11/12	13/14	15/16	
Bust	71	74	78	81	85	89	cm
Waist	56	58	61	64	66	69	cm
Hip	79	81	85	89	93	97	cm
Back Waist Length	34.5	35.5	37	38	39	40	cm

ASSIGNMENT SHEET #3

BOYS' AND TEEN BOYS'

These size ranges are for growing boys and young men who have not yet reached full adult stature.

	BOYS'				TEEN BOYS'			
Size	7	8	10	12	14	16	18	20
Chest	26	27	28	30	32	33½	35	36½
Waist	23	24	25	26	27	28	29	30
Hip (Seat)	27	28	29½	31	32½	34	35½	37
Neckband	11½	12	12½	13	13½	14	14½	15
Approx. Height	48	50	54	58	61	64	66	68

MEN'S

Men's patterns are sized for men of average build; about 5'10" without shoes.

Size	34	36	38	40	42	44	46	48
Chest	34	36	38	40	42	44	46	48
Waist	28	30	32	34	36	39	42	44
Hip (Seat)	35	37	39	41	43	45	47	49
Neckband	14	14½	15	15½	16	16½	17	17½
Shirt Sleeve	32	32	33	33	34	34	35	35

BOYS' AND TEEN BOYS'

These size ranges are for growing boys and young men who have not yet reached full adult stature.

	BOYS'				TEEN BOYS'				
Size	7	8	10	12	14	16	18	20	
Chest	66	69	71	76	81	85	89	93	cm
Waist	58	61	64	66	69	71	74	76	cm
Hip (Seat)	69	71	75	79	83	87	90	94	cm
Neckband	30	31	32	33	34.5	35.5	37	38	cm
Approx. Height	122	127	137	147	155	163	168	173	cm

MEN'S

Men's patterns are sized for men of average build; about 1.78 m without shoes.

Size	34	36	38	40	42	44	46	48	
Chest	87	92	97	102	107	112	117	122	cm
Waist	71	76	81	87	92	99	107	112	cm
Hip (Seat)	89	94	99	104	109	114	119	124	cm
Neckband	35.5	37	38	39.5	40.5	42	43	44.5	cm
Shirt Sleeve	81	81	84	84	87	87	89	89	cm

ASSIGNMENT SHEET #3

Once you have confirmed your pattern type refer to it on the measuring chart for your size. Compare your measurements with those on the chart. Select the pattern size with measurements closest to your own.

(NOTE: For women and girls, the important measurements are bust, waist, hips, and back waist length. For men and boys, they are chest, waist, hips, neck, and sleeve length. If your measurements are halfway between two pattern sizes, you can use your bone structure to help you choose the correct size. Select the smaller size if you are small-boned. If you are large-boned, choose the larger size. Use your hip measurement to select pants and skirt patterns, your bust or chest and neck measurements for shirts and tops. It is not unusual for a person to have one size pattern for shirts and vests and another size pattern for slacks and skirts. If your chest and hip measurements put you in two different sizes, purchase the pattern by the chest or bust size. It is easier to alter the hips of a pattern than the chest or bust.)

IT IS A GOOD IDEA TO TAKE YOUR MEASUREMENTS EACH TIME YOU WANT TO PURCHASE A NEW PATTERN. AS YOU MATURE, GAIN OR LOSE WEIGHT, OR GROW TALLER, YOUR BODY CHANGES. Often, the change will result in a new size for you.

SAMPLE

MY MEASUREMENTS COMPARED TO THE BODY MEASUREMENTS FOR WHICH MY PATTERN IS DESIGNED

	My Measurements	Body Measurements for My Pattern	Changes Needed
BUST	87CM (34")	87cm (34")	NONE
WAIST	62 cm (24½")	67 cm (26½")	SUBTRACT 5cm (2")
HIP	94 cm (37")	92 cm (36")	ADD 2cm (1")
BACK WAIST LENGTH	40.5 cm (16")	41.5 (16¼")	ADD 6mm (¼") OR NONE

Pattern type I should select MISSES

Pattern size I should select 12

ASSIGNMENT SHEET #3

MY MEASUREMENTS COMPARED TO THE BODY MEASUREMENTS FOR WHICH MY PATTERN IS DESIGNED

	My Measurements	Body Measurements for My Pattern	Changes Needed

Pattern type I should select ____________________

Pattern size I should select ____________________

PATTERN AND FABRIC SELECTION
UNIT I

ASSIGNMENT SHEET #4--SELECT PATTERN AND FABRIC YARDAGE

Select a suitable pattern and fabric for a sewing project. Keep in mind the effect of optical illusion when choosing a suitable pattern. In order to save time and energy it may be helpful to circle in red all important information on pattern envelope.

1. Pattern number and company ______________________________
2. View number ______________________________
3. Fabric yardage required ______________________________
4. Notions needed ______________________________

   ____
5. Information available on bolt care label ______________________________

   ____

   ____

   ____

PATTERN AND FABRIC SELECTION
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

ALL LINES ARE THE SAME LENGTH!!!

1. The "arrows" deflect the gaze downward in "a" to seemingly shorten the line. The "arrows" in "b" extend the line in "b" to make the line seem longer.
2. When the eye is "stopped" as in "a" it follows the horizontal line making "a" look shorter than it really is. In "b," the eye continues to follow the diagonal lines upward seemingly increasing the length of the line.
3. The vertical line carries the gaze upward making it "appear" longer.
4. "A" seems to be longer because the line above it is the same length. A longer line or added width at the top diminishes the size of the lower line.
5. The longer line under "b" makes "b" look shorter than "a."

Assignment Sheet #2

1. X Small
2. Denim, chino, poplin, chambray, sharkskin, canvas, duck, gabardine, tweed, cire, quilted fabric, lightweight wool, double knit
3. 1 3/4 yd
4. Thread, 16" heavyweight separating zipper
5. 29 - 31 1/2 in
6. Six
7. $1.25
8. Everybody
9. The unlined jacket with front separating zipper has collar, long raglan sleeves gathered with elastic casings, patch pockets, top-stitching trim and cord drawstring slipped thru casing at lower edge. View 2 is approximately waist length.
10. Simplicity

PATTERN AND FABRIC SELECTION
UNIT I

TEST

NAME ______________________________ SCORE ____________________

1. Match the terms on the right to the correct definitions.

_____a. Details of a garment that divide it into smaller areas

_____b. Silhouette or outline

_____c. Distance between uncut edges

_____d. Amount of fabric necessary to make a particular project

_____e. Making something appear different from the way it actually is

_____f. Making one section of a seam, which is slightly fuller or longer, fit the narrower or shorter section without gathering or puckering

1. Ease
2. Line
3. Shape of garment
4. Yardage
5. Fabric width
6. Optical illusion

2. Match the following types of lines on the right to the correct effects and descriptions of each.

_____a. Lines that are rounded or that have no straight parts; tend to draw attention and, therefore, increase the apparent size and shape of the figure

_____b. Lines that go up and down; usually create an effect of height and slimness

_____c. Lines that slant (not vertical or horizontal); add height to a short figure or width to a thin figure; draw attention to the area where they are used

_____d. Lines that go across; usually add width to a thin figure and divide the length of a tall person

1. Horizontal
2. Curved
3. Vertical
4. Diagonal

3. Name two optical illusion techniques and effects.

a. ______________________________

b. ______________________________

4. Explain the four ways to test fabric in stores.

a. ______________________________

____

____

b. ______________________________

____

____

c. ______________________________

____

____

d. ______________________________

____

____

5. Distinguish between information found on the front and the back of the pattern envelope. Do so by placing an "F" by information from the front and a "B" by information from the back.

(NOTE: If information is found on both sides of envelope, mark with "F" and "B".)

_____a. Price of pattern

_____b. Description of the garment

_____c. Body measurement and size chart

_____d. Amount of fabric to purchase

_____e. Pattern number

_____f. Number of pieces in the envelope

_____g. Sewing notions needed

______h. Name of pattern company

______i. Picture(s) of garment

______j. Size and figure type

______k. Back view of each garment

______l. Special instructions for different types of fabric

______m. Yardage chart

______n. Suitable fabric

6. Determine pattern size and type.

7. Select pattern and fabric yardage.

(NOTE: If activities six and seven have not been accomplished prior to the test, ask your instructor when they should be completed.)

PATTERN AND FABRIC SELECTION
UNIT I

ANSWERS TO TEST

(NOTE: The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

1. Match the terms on the right to the correct definitions. (12 points)

2 a. Details of a garment that divide it into smaller areas

3 b. Silhouette or outline

5 c. Distance between uncut edges

4 d. Amount of fabric necessary to make a particular project

6 e. Making something appear different from the way it actually is

1 f. Making one section of a seam, which is slightly fuller or longer, fit the narrower or shorter section without gathering or puckering

1. Ease
2. Line
3. Shape of garment
4. Yardage
5. Fabric width
6. Optical illusion

2. Match the following types of lines on the right to the correct effects and descriptions of each. (8 points)

2 a. Lines that are rounded or that have no straight parts; tend to draw attention and, therefore, increase the apparent size and shape of the figure

3 b. Lines that go up and down; usually create an effect of height and slimness

4 c. Lines that slant (not vertical or horizontal); add height to a short figure or width to a thin figure; draw attention to the area where they are used

1 d. Lines that go across; usually add width to a thin figure and divide the length of a tall person

1. Horizontal
2. Curved
3. Vertical
4. Diagonal

3. Name two optical illusion techniques and effects. (2 points)

   (NOTE: Any two of the following are acceptable.)

   a. Vertical lines can help make an individual appear taller

   b. Horizontal lines widen the body and make person appear shorter

   c. Shape can emphasize or camouflage physical characteristics

   d. Dull, rough textures decrease body size while smooth, shiny textures increase it

4. Explain the four ways to test fabric in stores. (12 points)

   a. Check the cut edge of the cloth; if edge ravels or frays easily special sewing techniques will be required to finish seams

   b. Crush a corner of fabric in hand for several seconds and release it; if the fabric holds wrinkles easily there will be a need for frequent touch-up ironings to maintain a fresh look

   c. Hold a piece of cloth between the thumb and first finger of each hand and stretch it; if the fibers separate easily when pulled, garment may pull at the seams

   d. Look closely at the grain line; yarns should meet at right angles for the material to be grain-perfect

5. Distinguish between information found on the front and the back of the pattern envelope. Do so by placing an "F" by information from the front and a "B" by information from the back. (32 points)

   (NOTE: If information is found on both sides of envelope, mark with "F" and "B.")

   __F__ a. Price of pattern

   __B__ b. Description of the garment

   __B__ c. Body measurement and size chart

   __B__ d. Amount of fabric to purchase

   __F,B__ e. Pattern number

   __B__ f. Number of pieces in the envelope

__B__ g. Sewing notions needed

__F,B__ h. Name of pattern company

__F__ i. Picture(s) of garment

__F__ j. Size and figure type

__B__ k. Back view of each garment

__B__ l. Special instructions for different types of fabric

__B__ m. Yardage chart

__B__ n. Suitable fabric

6. Determine pattern size and type. (20 points)

7. Select pattern and fabric yardage. (14 points)

(NOTE: Activities six and seven should be evaluated to the satisfaction of the instructor.)

SMALL SEWING EQUIPMENT
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to select the equipment needed for a sewing project. This knowledge will be evidenced by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Identify cutting tools for sewing.
2. Identify measuring aids for sewing.
3. Identify marking supplies for sewing.
4. Identify pressing equipment for sewing.
5. Identify miscellaneous sewing equipment.
6. Match cutting tools for sewing to the correct functions/descriptions.
7. Match measuring aids for sewing to the correct functions/descriptions.
8. Match marking supplies for sewing to the correct functions/descriptions.
9. Explain how pressing and ironing differ.
10. Measure common sewing lengths.
11. Select equipment needed for sewing project.

SMALL SEWING EQUIPMENT
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Discuss unit and specific objectives.

D. Discuss information and assignment sheets.

E. "Pretest" students' measuring ability. On a blank paper ask them to draw lines of 3 mm, 6 mm, 12 mm, 2.5 cm, 3.8 cm, 7.5 cm, 1/4 in, 1/8 in, 1/2 in, 1 in, 1 1/2 in, and 3 in. Follow through on Assignment Sheet #1.

_ 3 mm ________________ 3.8 cm

__ 6 mm ________________________________ 7.5 cm

_____ 12 mm

__________ 2.5 cm

F. Borrow engraver from police department to label scissors.

G. Make arrangements for a field trip to a fabric store or sewing center for students to complete Assignment Sheet #1. If a field trip is not possible, use a catalog to determine prices; make a display with prices attached or invite a resource person.

H. Demonstrate to students the difference between pressing and ironing.

(NOTE: This is a good opportunity to explain procedures for caring for department pressing equipment.)

I. Make a display of small sewing equipment in unit of instruction; include additional items where feasible. Pieces can also be shown to students by placing them on the overhead projector.

(NOTE: You might want to include additional items that are "time-savers.")

J. Give test.

K. Reteach if necessary.

II. Unit references:

A. Graef, Judy Lynn, and Strom, Joan Buesher. *Concepts in Clothing.* Dallas: Webster Division/McGraw-Hill Book Company, 1976.

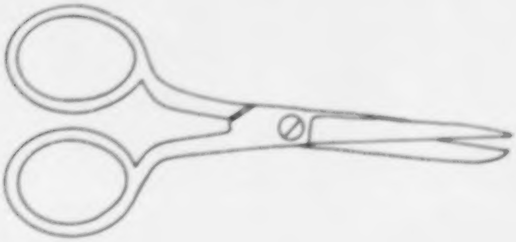
B. Clements, Irene, and Coffey, Judy. *Home Economics I: Basic Core Curriculum.* Stillwater: Oklahoma State Department of Vocational-Technical Education, 1972.

SMALL SEWING EQUIPMENT
UNIT II

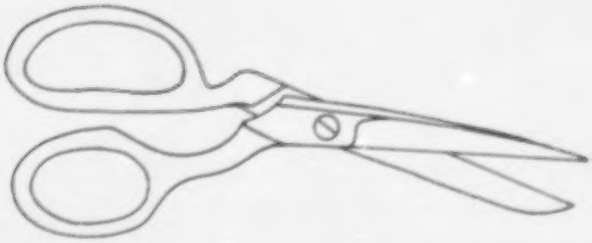
INFORMATION SHEET

I. Cutting tools for sewing

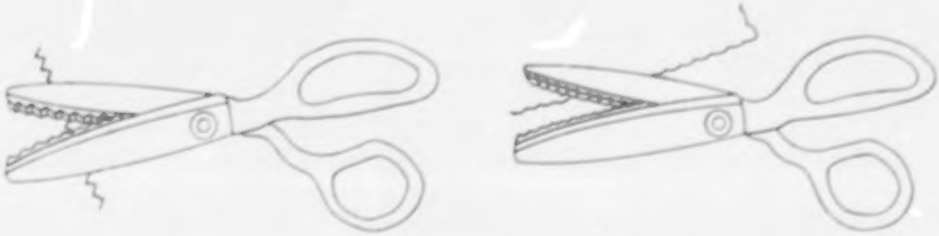
   A. Sewing scissors (embroidery scissors)



   B. Dressmaker's shears



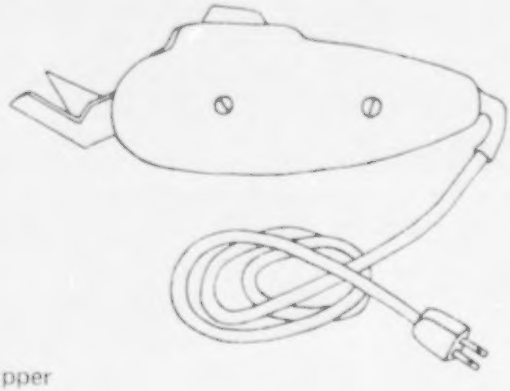
   C. Pinking shears/scalloping shears



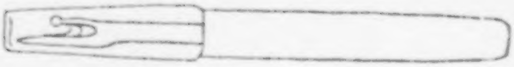
INFORMATION SHEET

D. Electric scissors

(NOTE: Some scissors are battery-operated.)

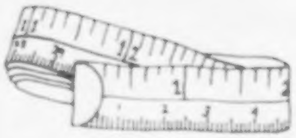


E. Seam ripper

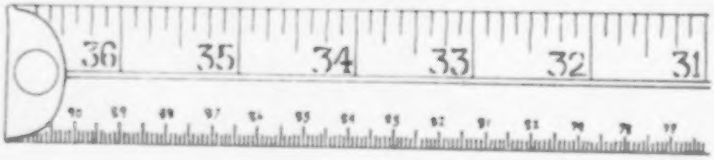


II. Measuring aids for sewing

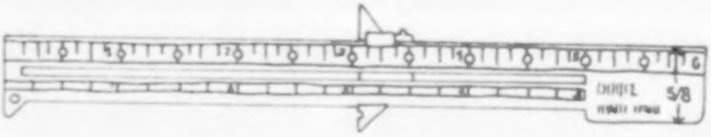
A. Tape measure



B. Meterstick/yardstick



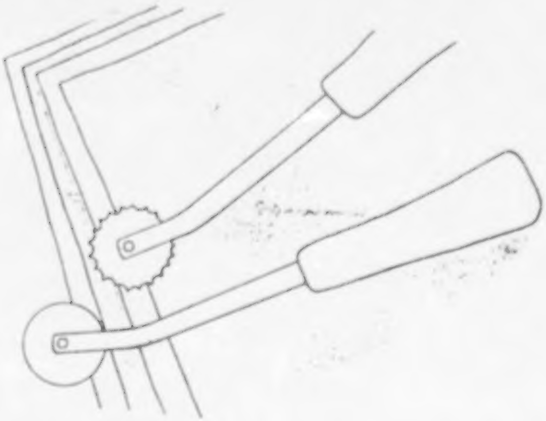
C. Sewing gauge



INFORMATION SHEET

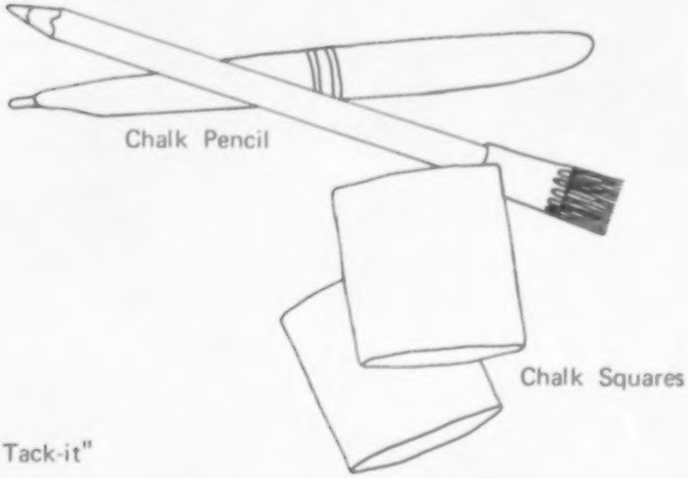
III. Marking supplies for sewing

A. Tracing wheels and tracing paper

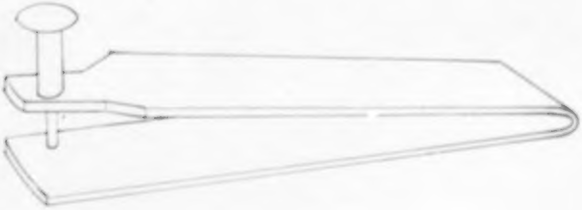


B. Tailor's chalk

(NOTE: Soap slivers can be used in place of tailor's chalk.)

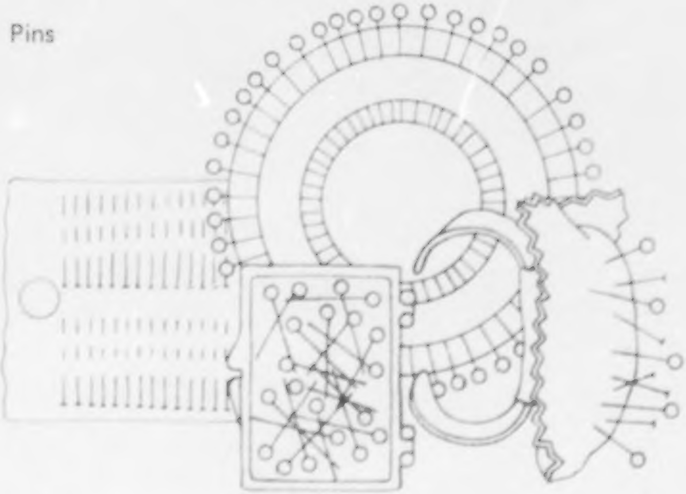

Chalk Pencil
Chalk Squares

C. "Tack-it"



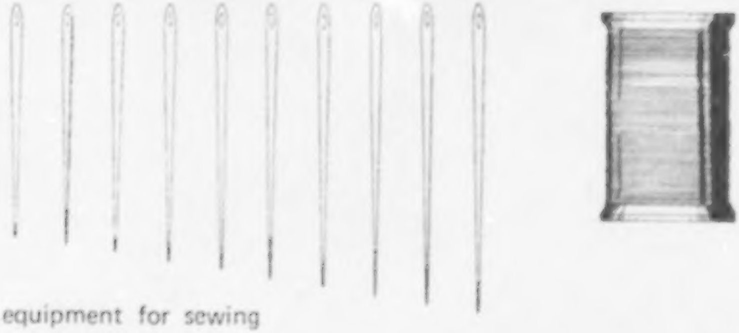
INFORMATION SHEET

D. Pins



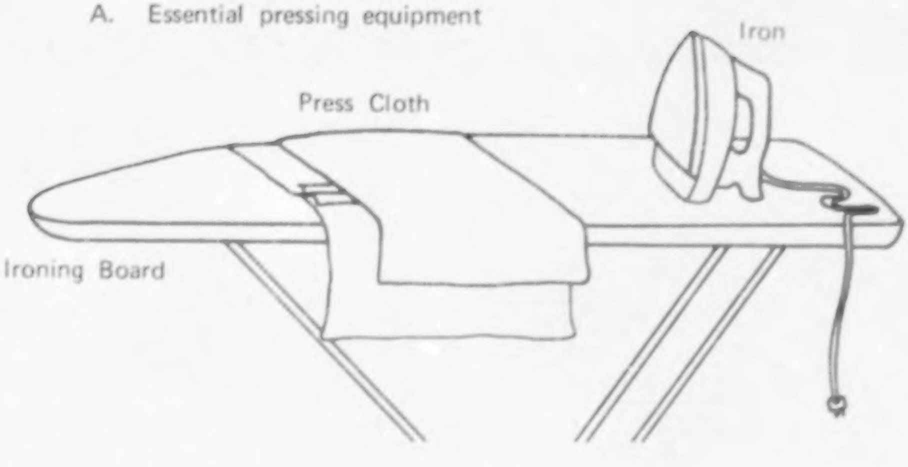
E. Needle and thread

(NOTE: Needle and thread are required for tailor's tacks.)



IV. Pressing equipment for sewing

A. Essential pressing equipment


Iron
Press Cloth
Ironing Board

INFORMATION SHEET

1. Iron
2. Ironing board
3. Press cloth

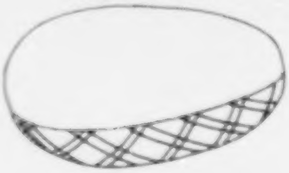
   (NOTE: A press cloth is placed on top of fabric being ironed to protect fabric and prevent it from being scorched or becoming shiny. Brown paper sack or paper towel can be substituted for a cloth.)

B. Special pressing aids

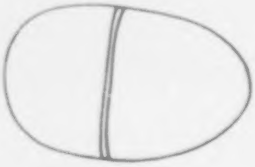
1. Tailor's ham and press mitt

   (NOTE: These are used for pressing curved areas, such as darts, sleeve caps, and hip seams.)

Tailor's Ham

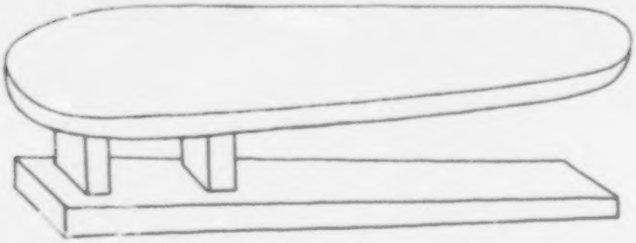


Press Mitt



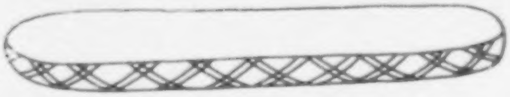
2. Sleeve board

   (NOTE: This is used for pressing sleeves, shoulders, and other hard-to-reach places.)



3. Seam roll

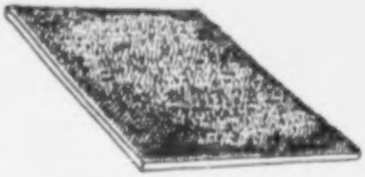
   (NOTE: This is used for pressing long narrow seams and zipper plackets.)



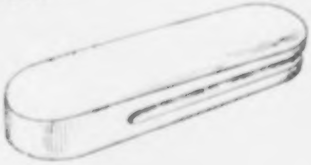
INFORMATION SHEET

4. Needle board

(NOTE: This is used for pressing napped fabrics.)



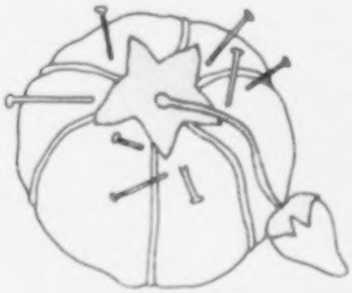
5. Pounding block



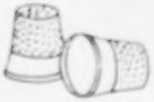
V. Miscellaneous sewing equipment

A. Pin cushion and emery

(NOTE: Emery is used to sharpen needles.)

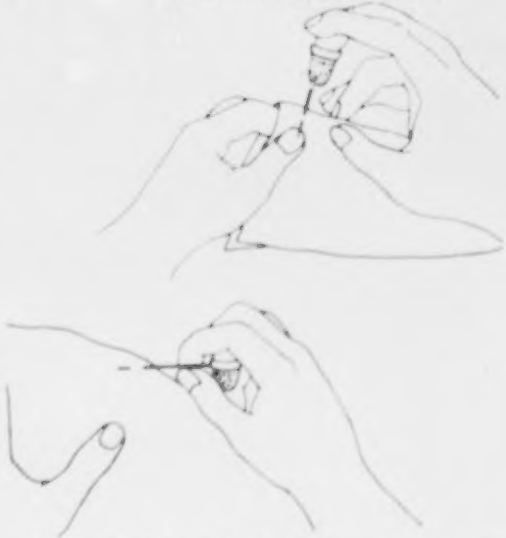


B. Thimble



(NOTE: To use thimble, push the needle through the fabric with the top or side of the thimble. See illustration on next page.)

INFORMATION SHEET

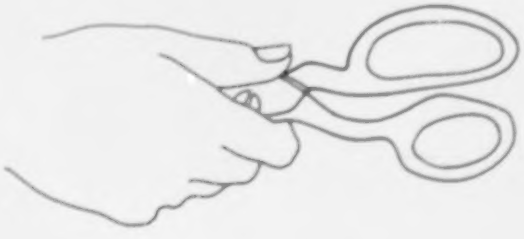


VI. Cutting tools for sewing and their functions/descriptions

A. Sewing scissors (embroidery scissors)--Used for clipping threads, cutting and trimming small areas, and opening button holes; usually 10.2 cm and 12.7 cm long (4 in and 5 in)

B. Dressmaker's shears--Used for a variety of sewing tasks; usually 17.3 cm to 20.3 cm long (7 in to 8 in)

(NOTE: For safety, always pass shears, or any sharp object, with the handles toward the person to receive them.)



C. Pinking shears/scalloping shears--Used for trimming seam edges to keep them from raveling

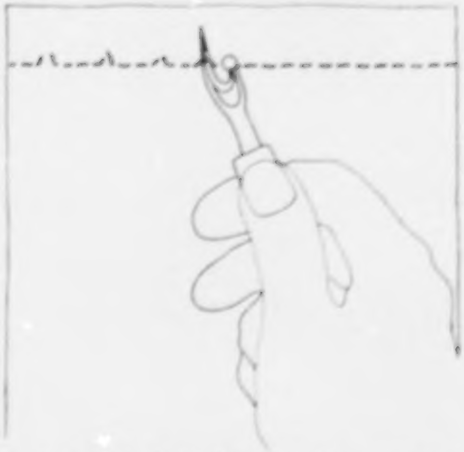
(NOTE: Pinking shears create a pointed zigzag edge, while scalloping shears create a rounded zigzag edge. NEVER USE EITHER TO CUT A GARMENT. If you do, the seam allowance will be distorted and it will be difficult to follow the guide while you stitch.)

INFORMATION SHEET

D. Electric scissors--Used only to cut out garments

E. Seam ripper--Designed to cut and remove machine stitching

(NOTE: The point slips easily under a stitch as the cutting edge lifts and cuts it. Fine scissors with sharp points or a pin can be used instead of a ripper.)



VII. Measuring aids for sewing and their functions/descriptions

A. Tape measure--Narrow, flexible piece of material marked off in inches or centimeters

(NOTE: Select a tape measure which is made of material that will not tear or stretch. Metal ends protect the accuracy of the tape by preventing raveling.)

B. Meterstick/yardstick--Long ruler made of wood, plastic, or metal; convenient to use when placing patterns on the straight grain of the cloth, measuring fabric length, and marking long, straight lines

C. Sewing gauge--Used to measure short distances, such as the width of hems and placement of button holes and pockets; 15.2 cm (6 in) ruler with a sliding pointer

VIII. Marking supplies for sewing and their functions/descriptions

(NOTE: Marking is done when symbols are transferred from paper pattern to fabric and when fitting or altering a garment. There are various methods. Almost all methods can be used on all fabrics or are used at all times. The appropriate method is determined by what the color, weight, and texture of the fabric are as well as how permanent you want these markings to be.)

INFORMATION SHEET

A. Tracing wheel and tracing paper--Used in combination to transfer accurate markings to the wrong side of the fabric

(NOTE: It is wise to place a magazine or piece of cardboard under the fabric that is being marked. This helps to get clear lines and prevents marking the surface you are working on.)

(CAUTION: Test with heat on fabric scrap and launder the scrap to determine if marking is removed.)

B. Tailor's chalk--Soft and powdery marking material available in squares or pencils; can be used for marking all fabric

(NOTE: Chalk makes a temporary mark, but it may be difficult to remove from fabric so always test a scrap first.)

C. Pins--Used to mark symbols, hold darts and seams together while being stitched, and to fit and alter garments

D. Needle and thread--Used to make tailor's tacks that can be removed easily but will not pull out accidentally

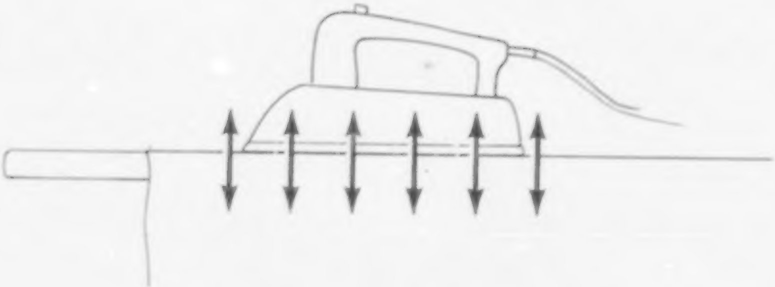
(NOTE: Thread markings are used on fabrics that do hold or that could be damaged by tracing paper, chalk, or wax. Choose a thread color that is easy to see.)

IX. How pressing and ironing differ

A. Pressing

1. Use of steam with up-and-down motion

2. Used during garment construction to eliminate bulk, help seams lie open and flat, and make further sewing easier

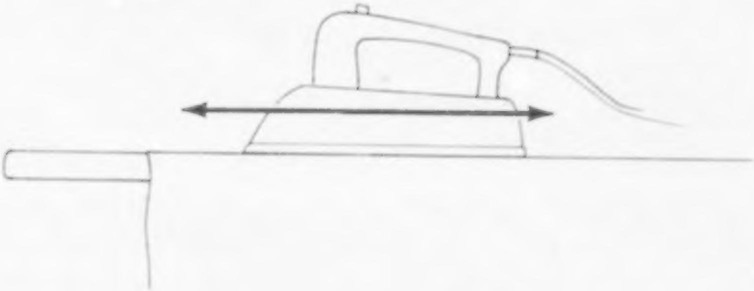


INFORMATION SHEET

B. Ironing

1. Use of back-and-forth motion on fabric to remove wrinkles and improve its appearance

2. Used when caring for garment after completion



SMALL SEWING EQUIPMENT
UNIT II

ASSIGNMENT SHEET #1--MEASURE COMMON SEWING LENGTHS

How do you measure up??? Accurate measuring is basic for a successful sewing experience. Use a measuring aid marked with both our customary units and metric units to measure the lengths below.

(NOTE: These lengths are used repeatedly in sewing any garment!)

1. ____________________________ ______cm
2. __ ______mm
3. __ ______in
4. ____ ______cm
5. ______ ______mm
6. ____ ______in
7. __________________ ______cm
8. ____ ______mm
9. ___________ ______cm
10. ___________ ______in
11. __________________ ______in
12. ____________________________ ______in
13. ____ ______in
14. _______ ______in
15. _________ ______mm

SMALL SEWING EQUIPMENT
UNIT II

ASSIGNMENT SHEET #2--SELECT EQUIPMENT NEEDED FOR SEWING PROJECT

Make a list of all the pieces of equipment you need for a sewing project. They should be items that are absolutely necessary for your sewing project. How much would it cost to assemble the necessary items for your own sewing box?

Item	Available in Classroom	I Need Now!	Cost	I Would Like To Have Now	Later
Sewing box or basket					
Dressmaker's shears					
Sewing scissors					
Pinking shears/scalloping shears					
Electric scissors					
Seam ripper					
Tape measure					
Meterstick/yardstick					
Sewing gauge					
Tracing wheels and tracing paper					
Tailor's chalk					
Tack-it					
Pins					
Needles					
Iron					
Ironing board					
Press cloth					
Tailor's ham					
Press mitt					
Sleeve board					
Seam roll					
Needle board					
Pounding block					
Pin cushion					
Emery cushion					
Thimble					

SMALL SEWING EQUIPMENT
UNIT II

ANSWERS TO ASSIGNMENT SHEET #1

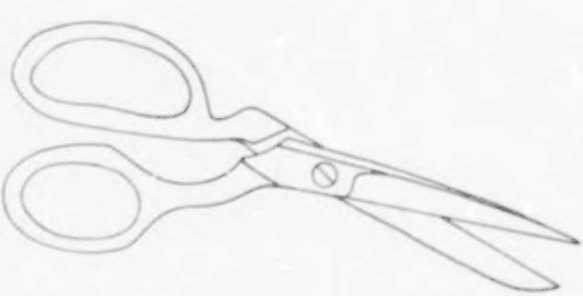
1. 3.8 cm
2. 3 mm
3. 1/8 in
4. 7/5 cm
5. 9 mm
6. 1/4 in
7. 2.5 cm
8. 6 mm
9. 1.5 cm
10. 5/8 in
11. 1 in
12. 1 1/2 in
13. 3 in
14. 3/8 in
15. 12 mm

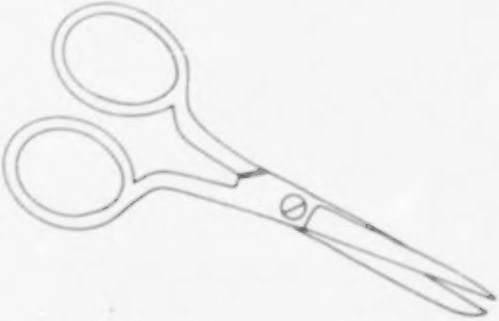
SMALL SEWING EQUIPMENT
UNIT II

TEST

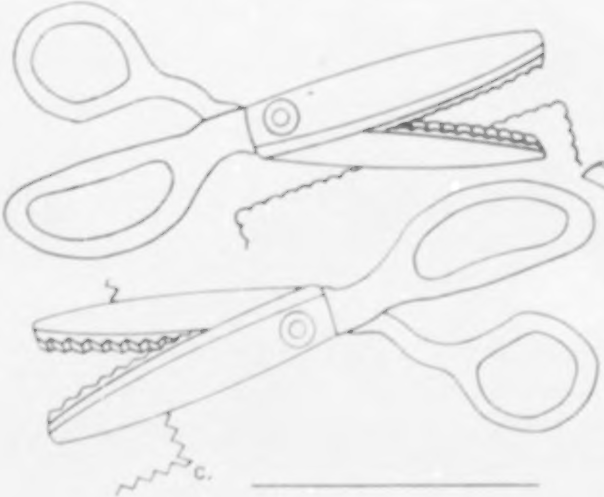
NAME ______________________________ SCORE ____________________

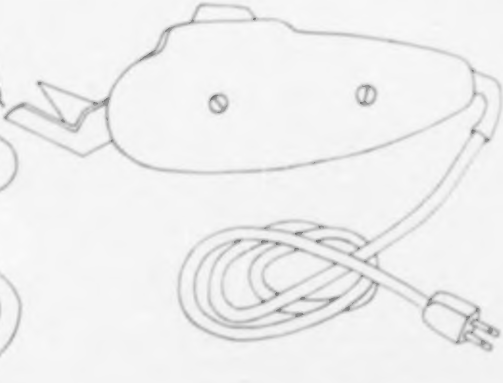
1. Identify the following cutting tools for sewing. Place the appropriate names in the blanks provided.



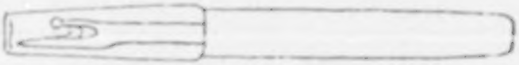


a. ____________________ b. ____________________



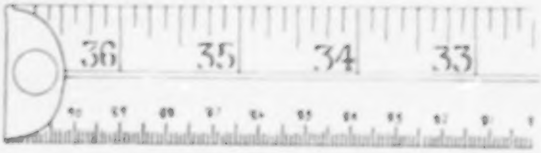


c. ____________________ d. ____________________

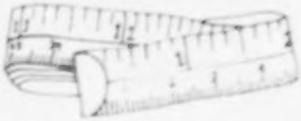


e. ____________________

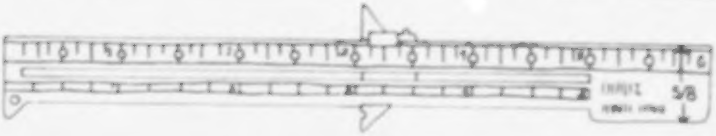
2. Identify the following measuring aids for sewing.



a. ____________________

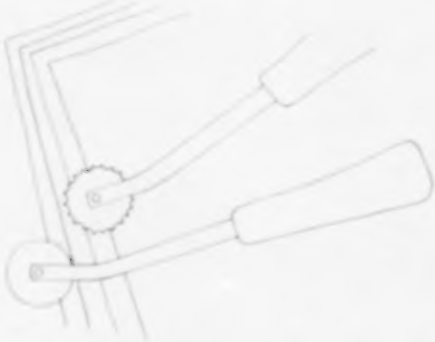


b. ____________________

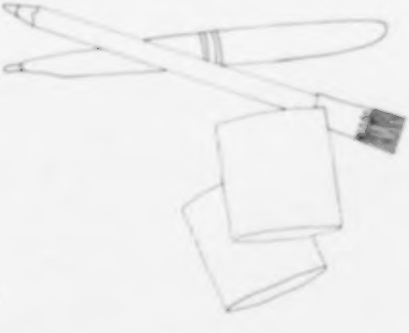


c. ____________________

3. Identify the following marking supplies for sewing.

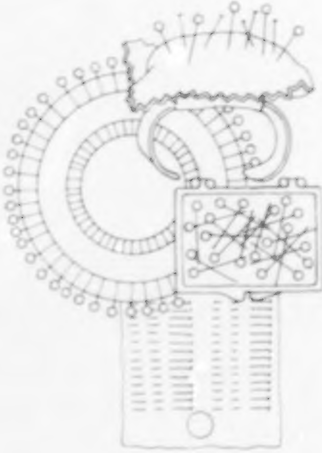


a. ______________________________

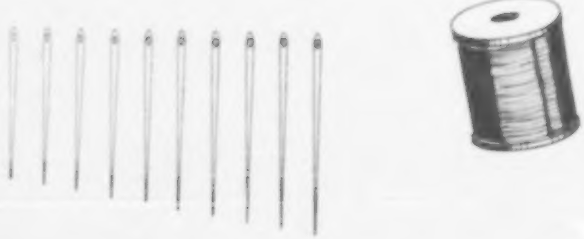


b. ______________________________

c. ______________________



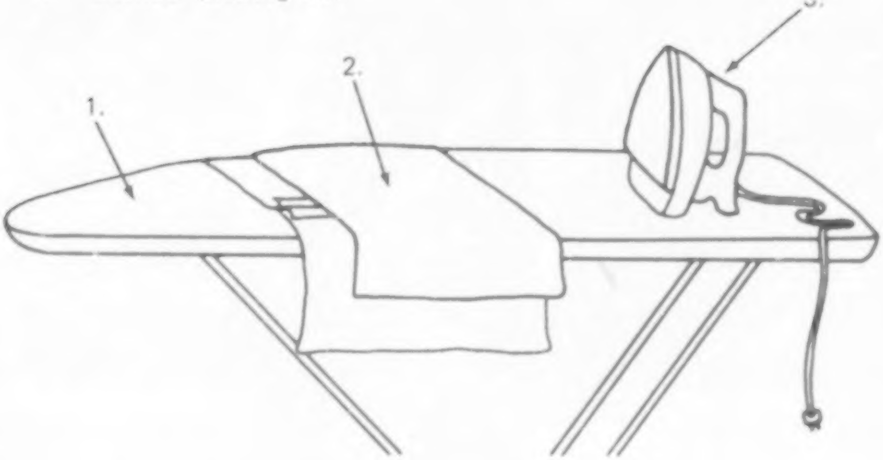
d. ______________________



e. ______________________

4. Identify the following pressing equipment for sewing.

a. Essential pressing aids

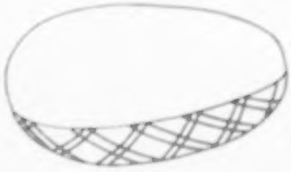


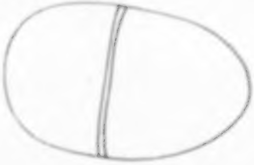
1) ____________________

2) ____________________

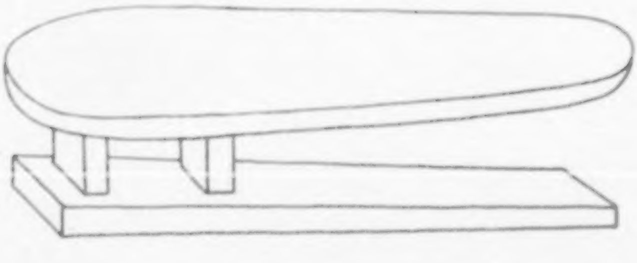
3) ____________________

b. Special pressing aids

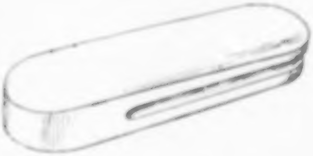




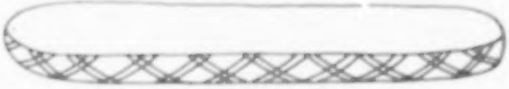
1) ____________________



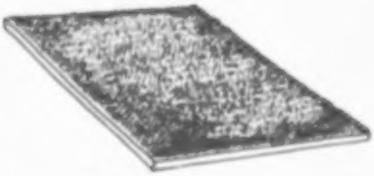
2) ____________________



3) ____________________

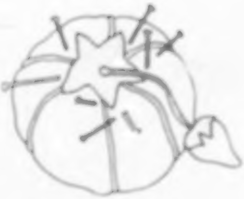


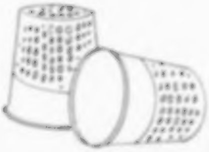
4) ____________________



5) ____________________

5. Identify the following miscellaneous sewing equipment.





a. ____________________ b. ____________________

6. Match the cutting tools for sewing on the right to the correct functions/descriptions on the left by placing the appropriate numbers in the blanks.

_____a. Used for clipping threads, cutting and trimming small areas, and opening button holes; usually 10.2 cm and 12.7 cm long (4 in and 5 in)

_____b. Used only to cut out garments

_____c. Used for a variety of sewing tasks; usually 17.3 cm to 20.3 cm long (7 in to 8 in)

1. Pinking shears/ scalloping shears
2. Electric scissors
3. Sewing scissors (embroidery scissors)

_____d. Used for trimming seam edges to keep them from raveling

_____e. Designed to cut and remove machine stitching

4. Seam ripper
5. Dressmaker's shears

7. Match measuring aids for sewing on the right to the correct functions/descriptions on the left by placing the appropriate numbers in the blanks.

_____a. Narrow, flexible piece of material marked off in inches or centimeters

_____b. Long ruler made of wood, plastic, or metal; convenient to use when placing patterns on the straight grain of the cloth, measuring fabric length, and marking long, straight lines

_____c. Used to measure short distances, such as the width of hems and placement of button holes and pockets; 15.2 cm (6 in) ruler with a sliding pointer

1. Sewing gauge
2. Meterstick/yardstick
3. Tape measure

8. Match marking supplies for sewing on the right to the correct functions/descriptions on the left by placing the appropriate numbers in the blanks.

_____a. Used to make tailor's tacks that can be removed easily but will not pull out accidentally

_____b. Used to mark symbols, hold darts and seams together while being stitched, and to fit and alter garments

_____c. Soft and powdery marking material available in squares or pencils; can be used for marking all fabric

_____d. Used in combination to transfer accurate markings to the wrong side of the fabric

1. Pins
2. Needle and thread
3. Tracing wheel and tracing paper
4. Tailor's chalk

9. Explain how pressing and ironing differ.

____

____

10. Measure common sewing lengths.

11. Select equipment needed for a sewing project.

(NOTE: If activities ten and eleven have not been accomplished prior to the test, ask the instructor when they should be completed.)

SMALL SEWING EQUIPMENT
UNIT II

ANSWERS TO TEST

(NOTE: The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

1. Identify the following cutting tools for sewing. Place the appropriate names in the blanks provided. (8 points)
    a. Dressmaker's shears
    b. Sewing scissors (embroidery scissors)
    c. Pinking shears/scalloping shears
    d. Electric scissors
    e. Seam ripper
2. Identify the following measuring aids for sewing. (3 points)
    a. Meterstick/yardstick
    b. Tape measure
    c. Sewing gauge
3. Identify the following marking supplies for sewing. (10 points)
    a. Tracing wheels and tracing paper
    b. Tailor's chalk
    c. "Tack-it"
    d. Pins
    e. Needle and thread
4. Identify the following pressing equipment for sewing. (16 points)
    a. Essential pressing aids
        1) Ironing board
        2) Press cloth
        3) Iron
    b. Special pressing aids
        1) Tailor's ham and press mitt
        2) Sleeve board
        3) Pounding block
        4) Seam roll
        5) Needle board

5. Identify the following miscellaneous sewing equipment. (2 points)

   a. Pin cushion and emery

   b. Thimble

6. Match the cutting tools for sewing on the right to the correct functions/descriptions on the left by placing the appropriate numbers in the blanks. (10 points)

   __3__ a. Used for clipping threads, cutting and trimming small areas, and opening button holes; usually 10.2 cm and 12.7 cm long (4 in and 5 in)

   __2__ b. Used only to cut out garments

   __5__ c. Used for a variety of sewing tasks; usually 17.3 cm to 20.3 cm long (7 in to 8 in)

   __1__ d. Used for trimming seam edges to keep them from raveling

   __4__ e. Designed to cut and remove machine stitching

   1. Pinking shears/scalloping shears
   2. Electric scissors
   3. Sewing scissors (embroidery scissors)
   4. Seam ripper
   5. Dressmaker's shears

7. Match measuring aids for sewing on the right to the correct functions/descriptions on the left by placing the appropriate numbers in the blanks. (6 points)

   __3__ a. Narrow, flexible piece of material marked off in inches or centimeters

   __2__ b. Long ruler made of wood, plastic, or metal; convenient to use when placing patterns on the straight grain of the cloth, measuring fabric length, and marking long, straight lines

   __1__ c. Used to measure short distances, such as the width of hems and placement of button holes and pockets; 15.2 cm (6 in) ruler with a sliding pointer

   1. Sewing gauge
   2. Meterstick/yardstick
   3. Tape measure

8. Match marking supplies for sewing on the right to the correct functions/descriptions on the left by placing the appropriate numbers in the blanks. (8 points)

   __2__ a. Used to make tailor's tacks that can be removed easily but will not pull out accidentally

__1__ b. Used to mark symbols, hold darts and seams together while being stitched, and to fit and alter garments

__4__ c. Soft and powdery marking material available in squares or pencils; can be used for marking all fabric

__3__ d. Used in combination to transfer accurate markings to the wrong side of the fabric

1. Pins
2. Needle and thread
3. Tracing wheel and tracing paper
4. Tailor's chalk

9. Explain how pressing and ironing differ. (6 points)

   a. Pressing

      1) Use of steam with up-and-down motion

      2) Used during garment construction to eliminate bulk, help seams lie open and flat, and make further sewing easier

   b. Ironing

      1) Use of back-and-forth motion on fabric to remove wrinkles and improve its appearance

      2) Used when caring for garment after completion

10. Measure common sewing lengths. (15 points)

11. Select equipment needed for a sewing project. (16 points)

(NOTE: Activities ten and eleven should be evaluated to the satisfaction of the instructor.)

SEWING MACHINE
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to operate a sewing machine. This knowledge will be evidenced through demonstration and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Identify the principal parts of the sewing machine.
2. Match sewing machine parts to their functions/descriptions.
3. Arrange in order the basic threading points on a sewing machine.
4. Complete a chart on sewing machine problems and their probable causes.
5. Demonstrate the ability to:
    a. Open and put away the sewing machine properly.
    b. Remove and replace sewing machine needle.
    c. Wind the bobbin.
    d. Stitch straight, broken, curved, and wavy lines.
    e. Turn square corners.
    f. Stitch sharp angle turns.
    g. Thread the sewing machine.
    h. Stitch a folded edge.

SEWING MACHINE
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and job sheets.

   C. Discuss unit and specific objectives.

   D. Demonstrate procedures outlined in job sheets.

   E. Contact service/repair people early!

   F. Point out machine parts outlined in unit on sewing machines in the department.

   G. Point out the four basic threading points on each sewing machine in home economics department.

   H. Stage common sewing machine problems on machine. Allow students to use the chart to diagnose and/or correct the problem.

      Examples: Unplug electrical cord, thread improperly

   I. Have students stitch name in folded construction paper using unthreaded sewing machine after completing Job Sheet #6. This makes a neat wall hanging.

   J. Issue "Sewing Machine Operator's License" when student has completed all job sheets adequately.

      (NOTE: Order "Sewing Machine Operator's License" from Curriculum and Instructional Materials Center, 1515 West 6th, Stillwater, Oklahoma 74074.)

   K. Sponsor "Sewing Machine Clinic" to teach oiling and cleaning sewing machine; invite adults.

   L. Invite a sewing machine sales representative to class to discuss machine sales/repairs. Ask questions about jobs and careers in this field.

   M. Localize job sheets for sewing machines in home economics department.

N. Give test.

(NOTE: Test may be given in parts.)

O. Reteach if necessary.

II. Unit references:

A. Graef, Judy Lynn, and Strom, Joan Buescher. *Concepts in Clothing.* Dallas: Webster Division/McGraw-Hill Book Company, 1976.

B. Jones, Jan. *Clothing Your Way.* Englewood Cliffs: Prentice-Hall, Inc., 1977.

C. Clements, Irene, and Coffey, Judy. *Home Economics I: Basic Core Curriculum.* Stillwater: Oklahoma State Department of Vocational-Technical Education, 1972.

III. Additional references:

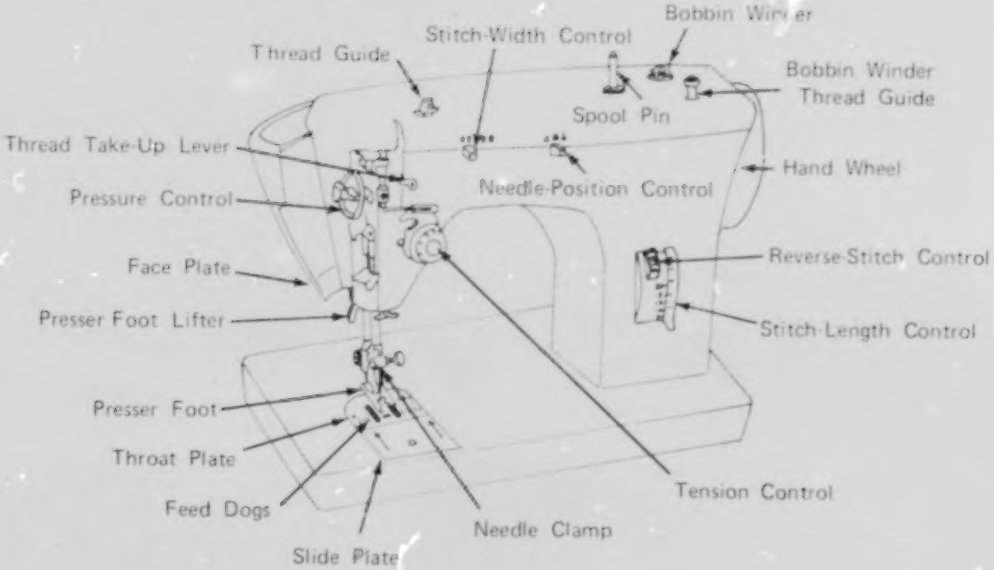
A. Dunn, Lucille; Bailey, Annetta; Vansickle, Wanda. *Steps in Clothing Skills.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1970.

B. McDermott, Irene E., and Nicholas, Florence W. *Homemaking for Teen-Agers: Book I.* 7th ed. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1975.

SEWING MACHINE
UNIT III

INFORMATION SHEET

I. Sewing machine parts


Bobbin Winder
Stitch-Width Control
Thread Guide
Bobbin Winder Thread Guide
Spool Pin
Thread Take-Up Lever
Hand Wheel
Needle-Position Control
Pressure Control
Reverse-Stitch Control
Face Plate
Presser Foot Lifter
Stitch-Length Control
Presser Foot
Throat Plate
Tension Control
Feed Dogs
Needle Clamp
Slide Plate

(NOTE: Check manufacturer's information for specific model parts.)

II. Sewing machine parts and their functions/descriptions

A. Bobbin--Round plastic or metal spool which holds the bottom thread in the machine

B. Bobbin winder--Allows the bobbin to be filled automatically

C. Bobbin case--Holds bobbin and regulates bottom thread tension as stitches are formed

(NOTE: The bobbin case may be a separate machine part or built into machine.)

D. Face plate--Protects pressure dial and on some models contains an upper threading chart

E. Feed dog(s)--Moves fabric automatically under the presser foot as the stitches are formed

F. Hand wheel--Controls the up-and-down motion of the thread take-up lever and needle

G. Needle clamp--Holds the needle in position

INFORMATION SHEET

H. Pressure control--Regulates the pressure between the feed dogs and the presser foot

I. Presser foot--Holds the fabric in the machine

J. Presser foot lifter--Raises and lowers the presser foot

K. Reverse-stitch control--Permits the machine to stitch backward

L. Slide plate--Covers the bobbin case

M. Spool pin--Holds spool of thread and is beginning place for upper threading of sewing machine

N. Stitch-length control--Sets the length of the stitches

O. Stitch-width control--Sets the width of zigzag and pattern stitches

P. Tension control--Regulates pressure of the threads

Q. Thread take-up lever--Controls the thread as it flows through the needle

R. Throat plate--Provides a smooth surface for sewing and is usually marked with stitching guidelines

S. Power control--Permits sewer to operate sewing machine at desired speed; operated by knee or foot

III. Basic threading points

(NOTE: Although these are the basic threading points, there are several thread guides between these threading points. These guides hold the thread in line and keep it from tangling.)

A. Spool pin

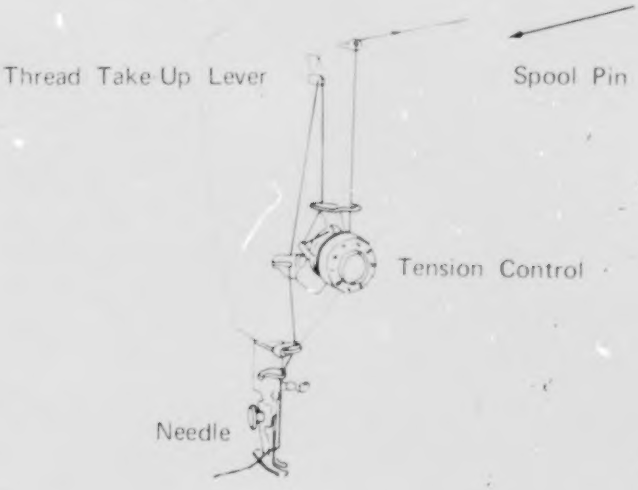
B. Tension control

C. Thread take-up lever

D. Needle

(NOTE: See illustration on next page.)

INFORMATION SHEET



IV. Sewing machine problems and their causes

PROBLEMS	PROBABLE CAUSES
Breaking of Needle Might be Caused by:	1. Improper size of needle for thread and material. 2. Needle bent. 3. Pulling of material when stitching. 4. Needle striking improperly fastened presser foot or attachments. 5. Crossing too thick a seam with too small a needle.
Breaking of Needle Thread Might be Caused by:	1. A knot in needle thread. 2. Improper threading. 3. Upper tension too tight. 4. Needle not inserted in needle clamp as far as it will go. 5. Needle blunt or bent. 6. Needle in backwards. 7. Thread too coarse for needle. 8. Roughened hole in throat plate. 9. Improper arrangement of thread when starting to sew.
Breaking of Bobbin Thread Might be Caused by:	1. Improper threading of bobbin case. 2. Bobbin thread tension too tight. 3. A knot in bobbin thread.
Skipping of Stitches Might be Caused by:	1. Needle not inserted in needle clamp as far as it will go. 2. Needle in backwards. 3. Needle threaded incorrectly. Thread from long groove side to short groove side. 4. Needle blunt or bent. 5. Needle too small for thread. 6. Needle too short.
Puckered Seams Might be Caused by:	1. Tension too tight. 2. Stitch too long for material being sewn. 3. Wrong presser foot. Use only the presser foot provided for each particular machine, as they are, in some cases, not interchangeable. If machine runs heavily, clean and oil it.

SEWING MACHINE
UNIT III

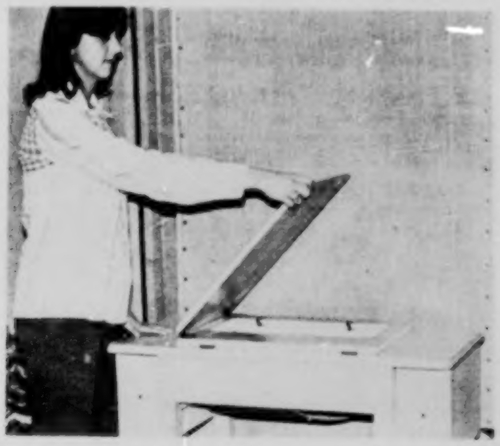
JOB SHEET #1--OPEN AND PUT AWAY THE SEWING MACHINE PROPERLY

I. Equipment--Sewing machine in cabinet

II. Procedure for opening the sewing machine properly

A. Stand while opening a cabinet machine (Figure 1)

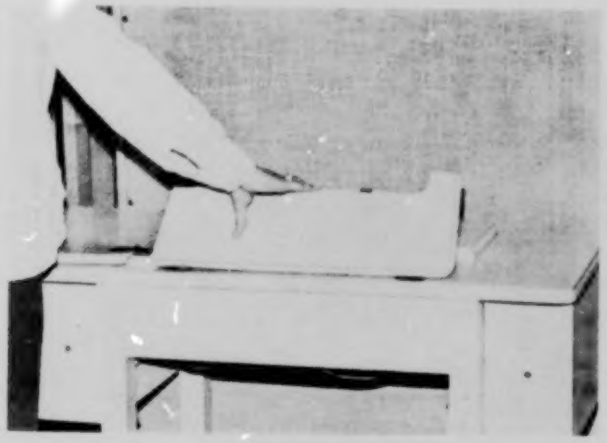
FIGURE 1



B. Raise lid (Figure 1)

C. Raise front leaf that supports the lid (Figure 2)

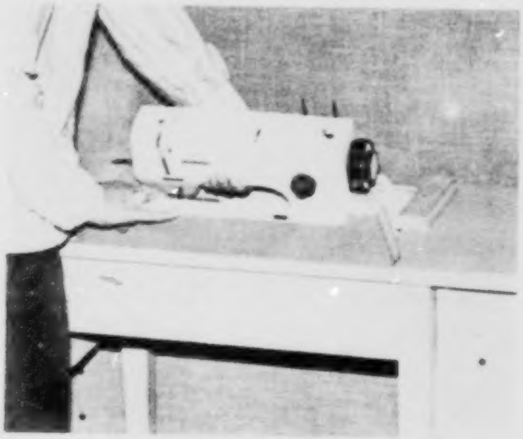
FIGURE 2



JOB SHEET #1

D. Raise the machine head using a firm grip (Figure 3)

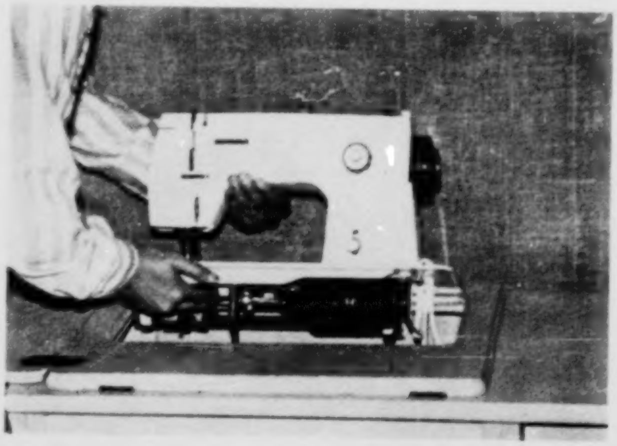
FIGURE 3



E. Put the front leaf in place (Figure 4)

F. Lower head carefully and gently to rest on the bed of the machine (Figure 4)

FIGURE 4



III. Procedure for putting away the sewing machine properly

A. Prepare to put the machine away

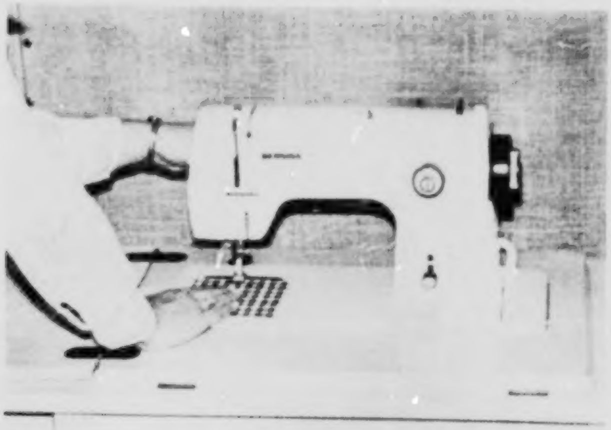
1. Remove pins, needles, and all work materials from the surface of the machine

2. Wipe loose threads, strings, and dust into wastebasket

JOB SHEET #1

3. Place a small piece of fabric in position beneath the presser foot (Figure 5)

FIGURE 5



4. Lower the presser foot

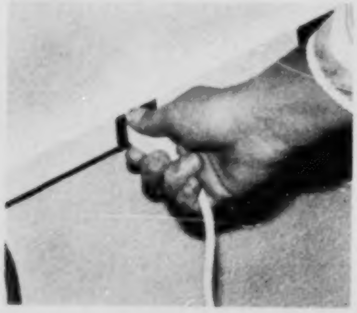
5. Turn the hand wheel to put the needle into the fabric

(NOTE: This will protect the needle and the presser foot from any movement and will prevent the tension from getting out of adjustment.)

B. Remove cord from wall socket (Figure 6)

(CAUTION: Remove cord by pulling the plug rather than the cord!)

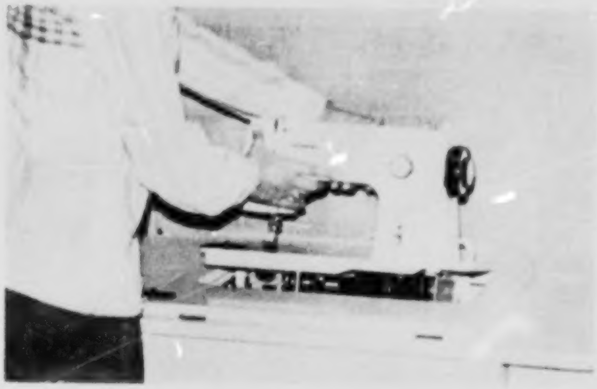
FIGURE 6



JOB SHEET #1

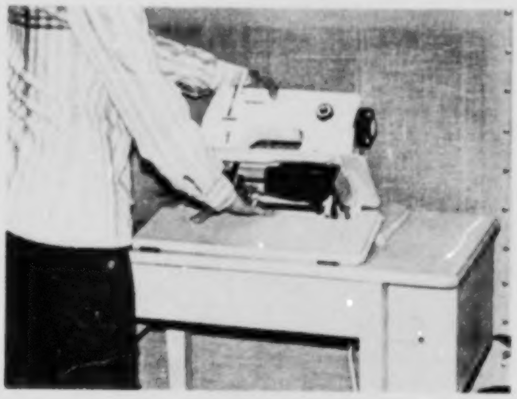
C. Lift the machine head of the machine (Figure 7)

FIGURE 7



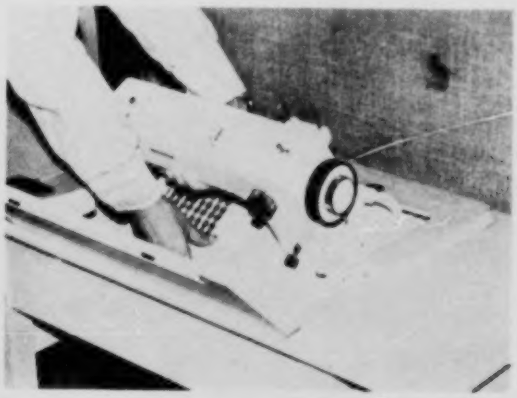
D. Raise the front leaf that supports the machine head (Figure 3)

FIGURE 8



E. Lower machine head into cabinet CAREFULLY (Figure 9)

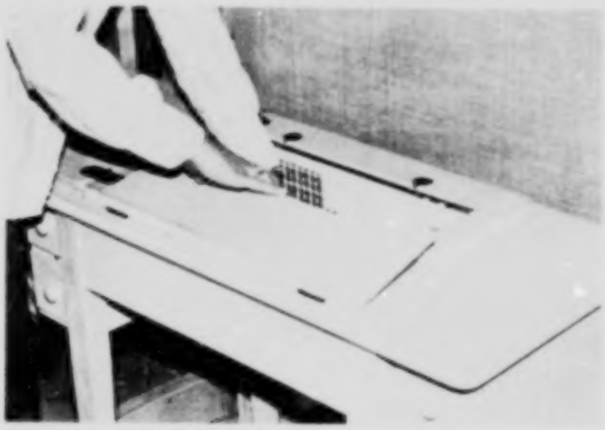
FIGURE 9



JOB SHEET #1

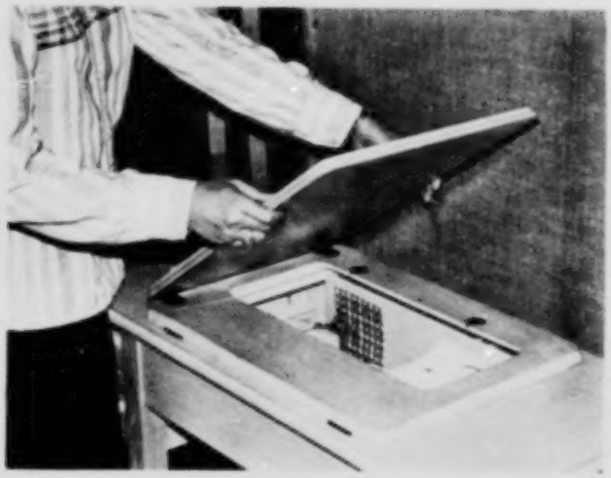
F. Place leaf in position (Figure 10)

FIGURE 10



G. Lower the lid (Figure 11)

FIGURE 11



SEWING MACHINE
UNIT III

JOB SHEET #2--REMOVE AND REPLACE SEWING MACHINE NEEDLE

I. Equipment and materials

A. Sewing machine

B. Machine needle

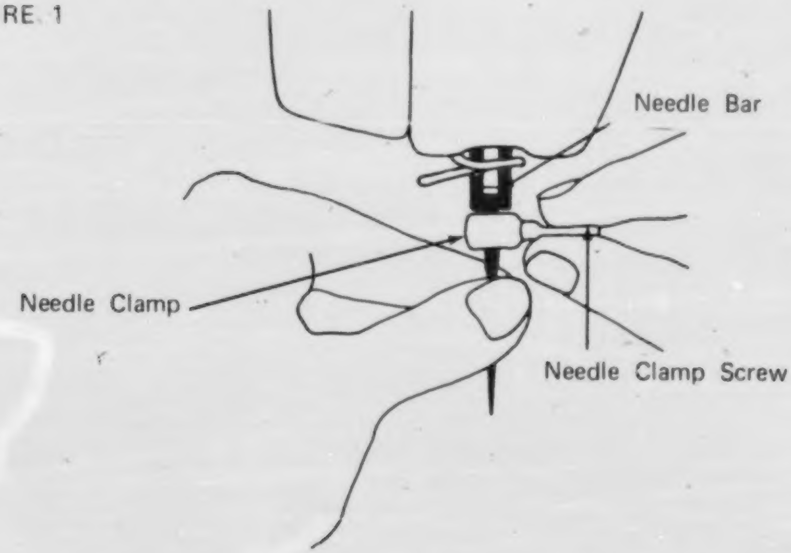
C. Screwdriver

II. Procedure

A. Turn the hand wheel by hand until the needle is at its highest point

B. Loosen the thumb screw of the needle clamp (Figure 1)

FIGURE 1


Needle Bar
Needle Clamp
Needle Clamp Screw

C. Remove the needle

JOB SHEET #2

D. Insert needle with long groove side on the same side of the needle bar as the last thread guide (Figures 2 and 3)

FIGURE 2

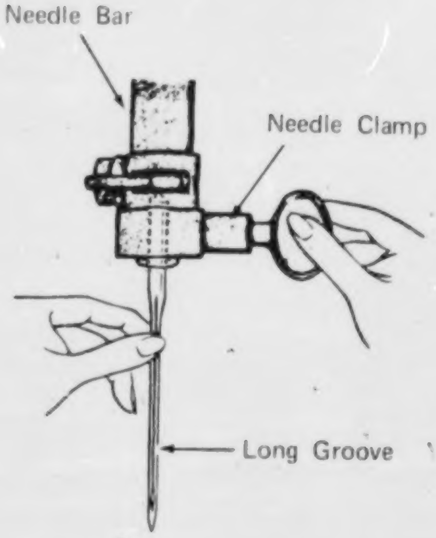
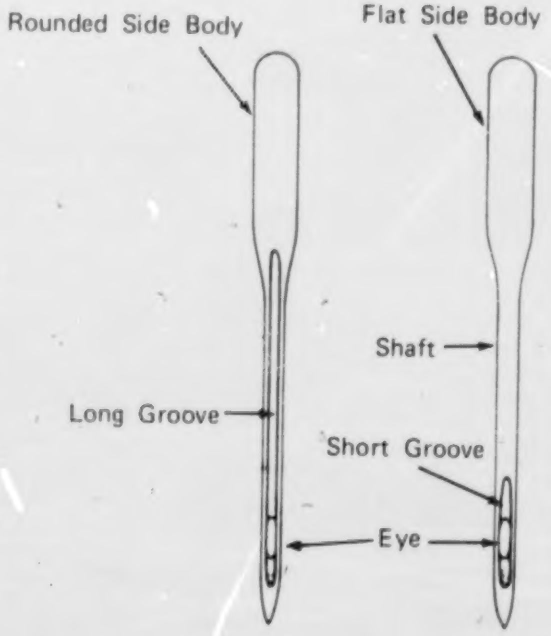

Needle Bar
Needle Clamp
Long Groove

FIGURE 3


Rounded Side Body
Flat Side Body
Shaft
Long Groove
Short Groove
Eye

E. Push needle up into slot as high as possible

F. Tighten the thumb screw securely

(NOTE: Use screwdriver if necessary.)

SEWING MACHINE
UNIT III

JOB SHEET #3--WIND THE BOBBIN

I. Equipment and materials

   A. Sewing machine

   B. Empty bobbin

   C. Spool of thread

II. Procedure for conventional bobbin

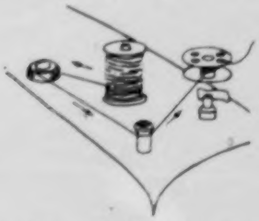
   A. Stop the motion of the needle

      (NOTE: On some models, this is done by loosening the hand wheel. On other models, it is done by pressing a special button.)

   B. Place the thread on the spool pin

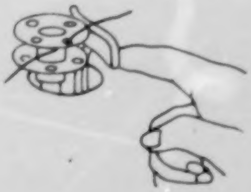
   C. Lead the thread from the spool pin, around the thread guides, and through the small hole in the bobbin (Figure 1)

FIGURE 1



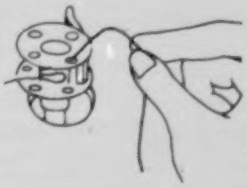
   D. Place the bobbin on the spindle and push the latch inward (Figure 2)

FIGURE 2



   E. Hold the thread end (Figure 3)

FIGURE 3



JOB SHEET #3

F. Run machine slowly until the bobbin is filled

(NOTE: Most bobbin winders will stop when bobbin is full.)

III. Procedure for touch and sew bobbin

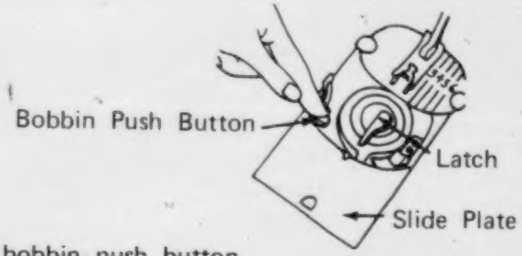
A. Thread the machine

B. Raise presser foot

C. Place the bobbin in the case with small side down

D. Push the latch against the bobbin (Figure 4)

FIGURE 4

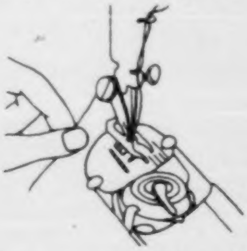


E. Press the bobbin push button

(NOTE: See Figure 4)

F. Wrap thread around the presser foot screw (Figure 5)

FIGURE 5



G. Run the machine SLOWLY to fill the bobbin

H. Watch line indicators on bobbin; machine will not stop when bobbin is filled

I. Close the slide plate to sew

SEWING MACHINE
UNIT III

JOB SHEET #4--STITCH STRAIGHT, BROKEN, CURVED, AND WAVY LINES

I. Equipment

   A. Sewing machine (unthreaded)

   B. Stitching charts, 4

II. Procedure for each stitching chart

   A. Set stitch length regulator according to note on each stitching chart

   B. Lower the needle into the paper at designated dashes by turning the hand wheel

   (NOTE: Dashes show starting places and stopping places.)

   C. Lower the presser foot

   D. Stitch as slowly as necessary to follow the lines

   (NOTE: Use care to begin and end stitching exactly at the beginning and end of each chart.)

   E. Stop machine

   F. Raise needle to the highest point by turning the hand wheel

   G. Raise presser foot

JOB SHEET #4

Stitching Chart - Straight Lines

(NOTE: Set stitch length regulator at shortest stitch setting or for 15 stitches per 2.5 cm or one inch.)

JOB SHEET #4

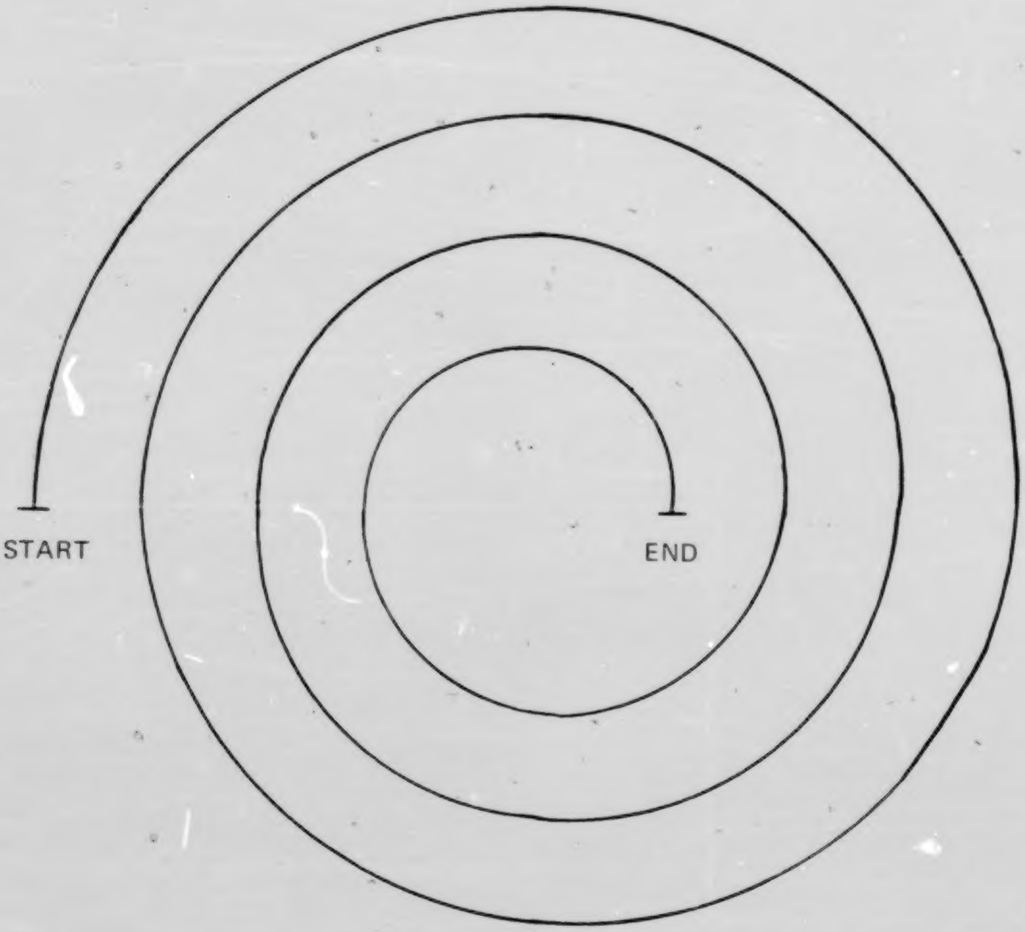
Stitching Chart - Broken Lines

(NOTE: Set stitch length regulator at medium setting or for 12 stitches per 2.5 cm or one inch.)

JOB SHEET #4

Stitching Chart - Curved Lines

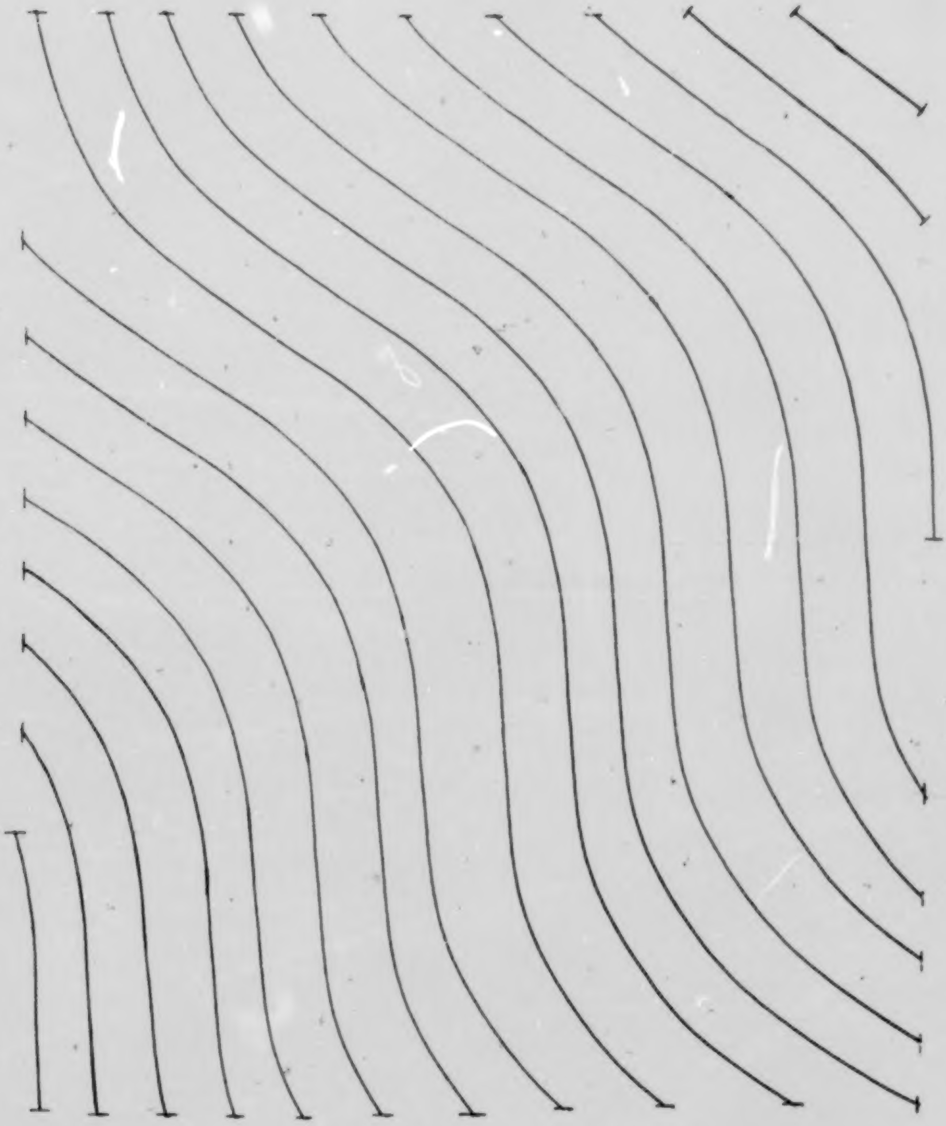
(NOTE: Set stitch length regulator at medium setting or for 8-10 stitches per 2.5 cm or one inch.)



JOB SHEET #4

Stitching Chart - Wavy Lines

(NOTE: Set stitch length regulator at longest setting or for 6 stitches per 2.5 cm or one inch.)



SEWING MACHINE
UNIT III

JOB SHEET #5 TURN SQUARE CORNERS

I. Equipment

   A. Sewing machine (unthreaded)

   B. Stitching chart (turn square corners)

II. Procedure

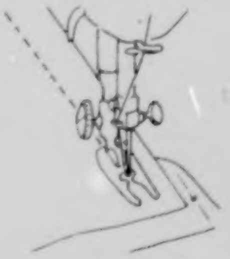
   A. Set stitch length regulator for fifteen stitches per 2.5 cm (1 in)

   B. Lower the needle into the paper at dash by turning the hand wheel forward

   C. Lower the presser foot

   D. Stitch along line to corner (Figure 1)

FIGURE 1



   E. Pivot (turn) paper on needle

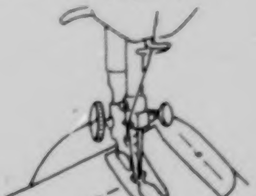
      1. Stop machine with needle in the paper

      2. Raise the presser foot just before the needle leaves the paper

      3. Turn the paper in position for stitching (Figure 2)

         (NOTE: Needle is still in the paper.)

FIGURE 2



      4. Lower presser foot

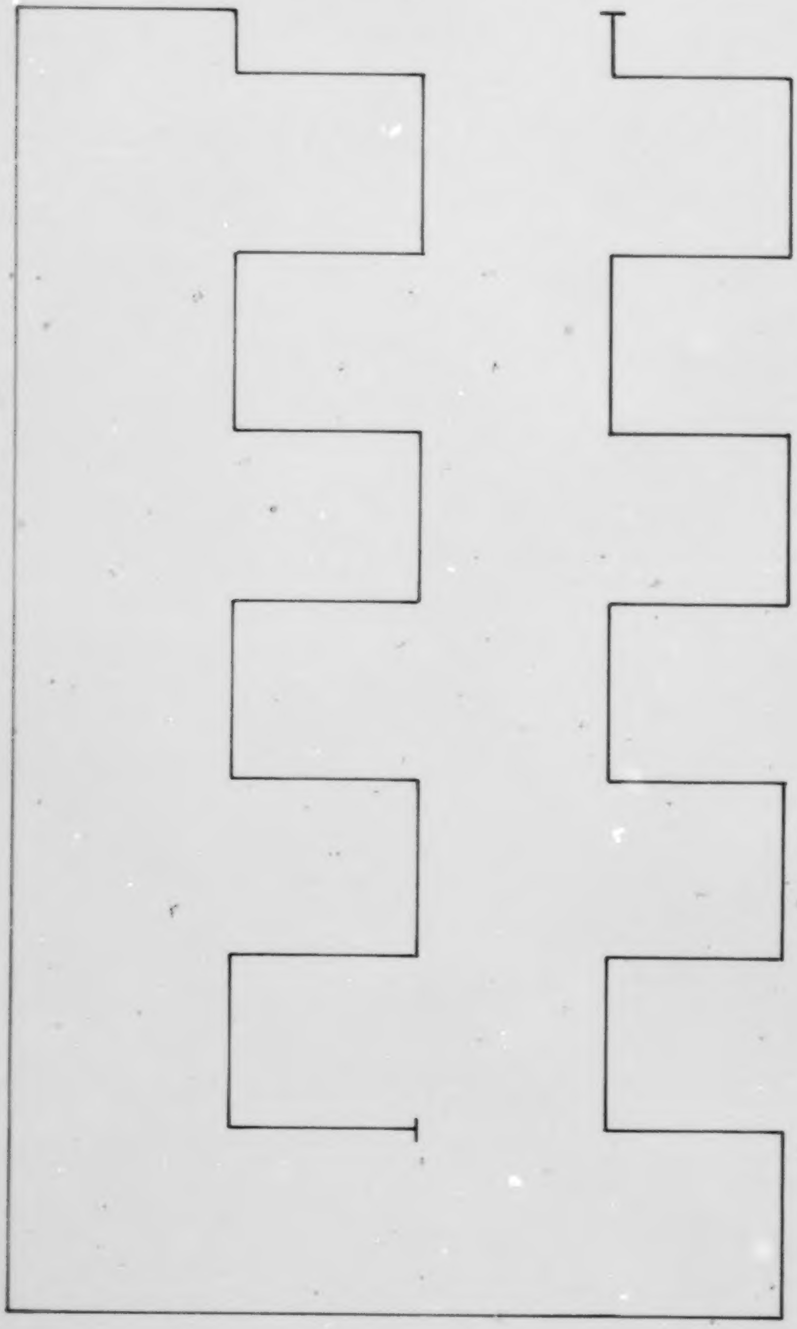
   F. Continue stitching to next corner

   G. Repeat steps E and F until stitching is completed

JOB SHEET #5

Stitching Chart - Turn Square Corners

(NOTE: Set stitch length at machine's shortest setting or for 15 stitches per 2.5 cm or one inch.)



SEWING MACHINE
UNIT III

JOB SHEET #6--STITCH SHARP ANGLE TURNS

I. Equipment

   A. Sewing machine (unthreaded)

   B. Stitching chart (sharp angle turns)

II. Procedure

   A. Lower the needle into the paper at dash by turning the hand wheel forward

   B. Lower the presser foot

   C. Stitch along line

   D. Slow the machine when nearing turning point

   E. Stop stitching exactly at the corner

   F. Pivot (turn) paper on needle

      1. Stop machine with needle in the paper

      2. Raise the presser foot just before the needle leaves the paper

      3. Turn the paper to the desired angle

      4. Lower presser foot

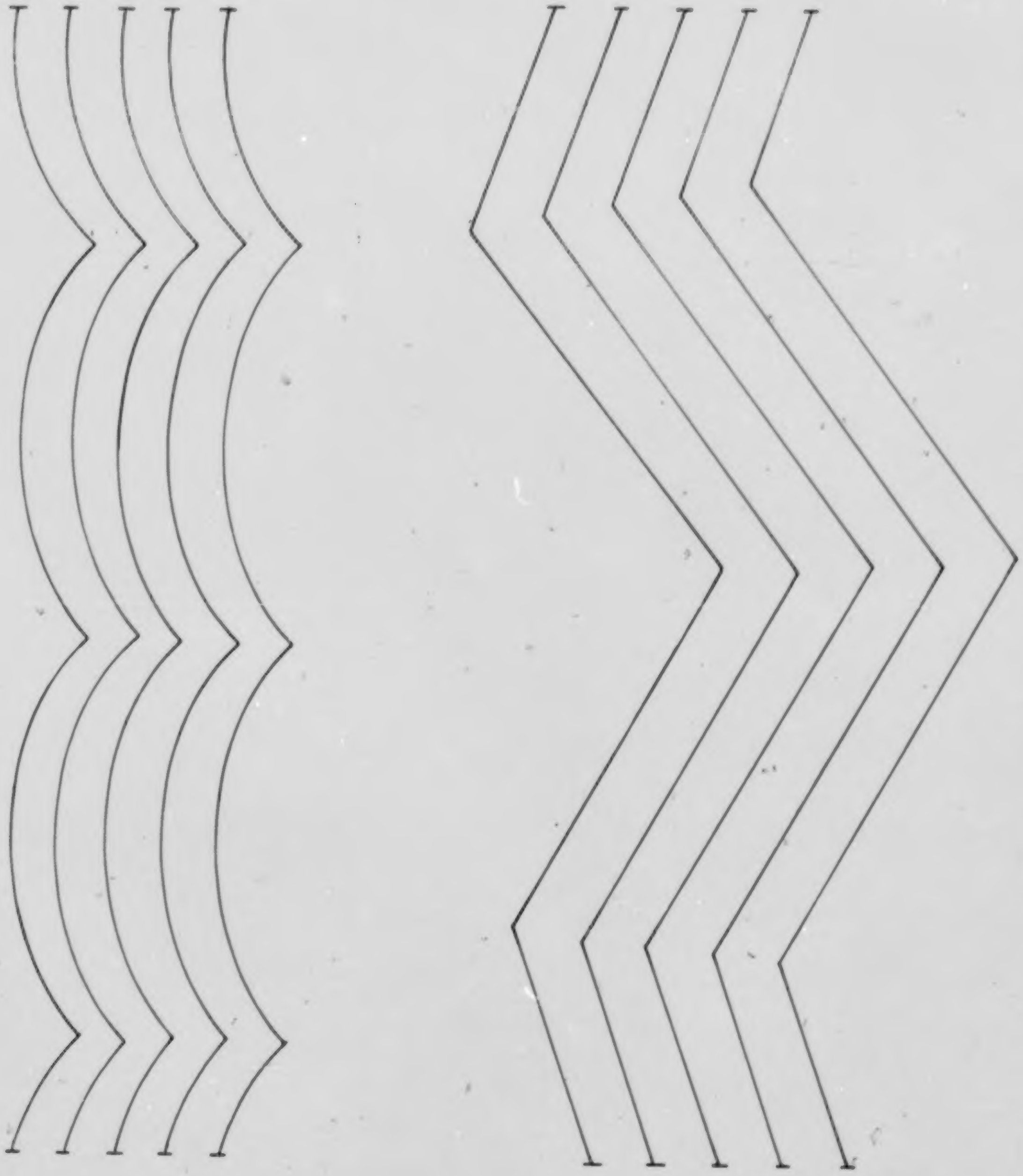
   G. Continue stitching on line

   H. Stitch the entire chart repeating steps C through G

JOB SHEET #6

Stitching Chart - Sharp Angle Turns

(NOTE: Set stitch length regulator at machine's shortest setting or for 15 stitches per 2.5 cm or one inch.)



SEWING MACHINE
UNIT III

JOB SHEET #7–THREAD SEWING MACHINE

I. Equipment and materials

   A. Sewing machine

   B. Spool of thread

   C. Filled bobbin

II. Procedure for upper threading

   (NOTE: Diagrams for threading machines can be found in the instruction booklets prepared by the manufacturers. On some machines, threading diagrams can also be found on the inside of the face plate. Sewing machines may differ slightly, but they usually thread and work in basically the same way. The following guidelines for threading can be used with most sewing machines.)

   A. Place the thread on the spool pin

   B. Turn the hand wheel to raise the take-up lever to its highest position

   C. Raise the presser foot lifter to release the pressure on the tension discs

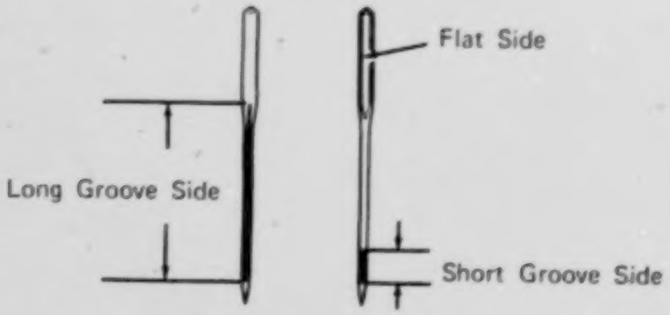
      (NOTE: This opens the discs to allow you to insert the thread.)

   D. Pass the thread through each guide and the tension discs from the spool pin to the needle

      (NOTE: Be certain the thread goes between the discs and under the hook for proper tension.)

   E. Thread the needle through the long-groove side (Figure 1)

FIGURE 1



JOB SHEET #7

III. Procedure for under threading

A. Place bobbin in bobbin case

B. Place thread through the slot in the bobbin case and under the spring

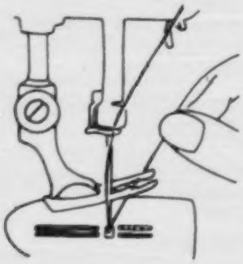
C. Draw the thread into the notch and across the bobbin

D. Close the slide plate with thread through the slot provided

IV. Procedure for raising the bobbin thread

A. Hold the needle thread and slowly turn the hand wheel so that the needle enters the throat plate (Figure 2)

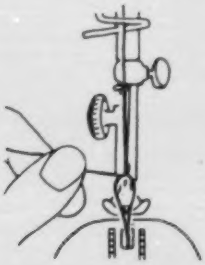
FIGURE 2



B. Keep turning the hand wheel and holding the thread until the needle rises out of the throat plate

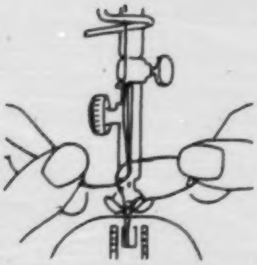
C. Pull the needle thread to bring up the bobbin thread loop (Figure 3)

FIGURE 3



D. Open the loop (Figure 4)

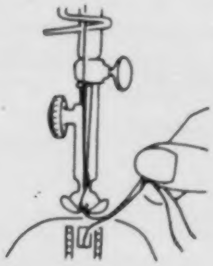
FIGURE 4



JOB SHEET #7

E. Place both threads under the presser foot and to the back and right of the needle (Figure 5)

FIGURE 5



SEWING MACHINE
UNIT III

JOB SHEET #8–STITCH A FOLDED EDGE

I. Equipment

- A. Sewing machine, threaded
- B. Paper towel or fabric (small scrap)
- C. Seam gauge
- D. Pins

II. Procedure

- A. Fold under 6 mm (1/4 inch) on one side of paper towel or fabric

- B. Fold again 2.5 cm (1 inch)

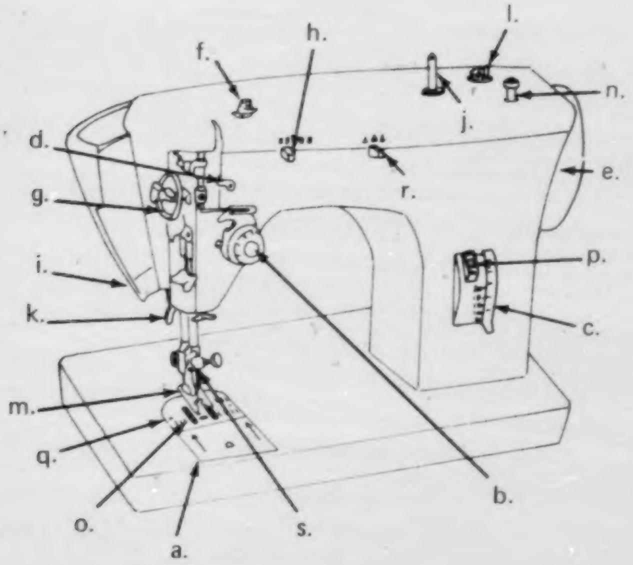
  (NOTE: There is now a 2.5 cm or 1 in hem.)

- C. Set stitch length regulator for 10-12 stitches per 2.5 cm (1 in)
- D. Stitch the hem 3 mm (1/8 inch) from the edge of the fold
- E. Backstitch
- F. Clip threads

SEWING MACHINE
UNIT III

TEST

1. Identify the principal parts of the sewing machine by writing the correct names in the blanks provided.


l.
h.
f.
n.
j.
d.
e.
r.
g.
p.
i.
k.
c.
m.
q.
b.
o.
s.
a.

a. ______________________

b. ______________________

c. ______________________

d. ______________________

e. ______________________

f. ______________________

g. ______________________

h. ______________________

i. ______________________

j. ______________________

k. ______________________

l. ______________________

m. ______________________

n. ______________________

o. ______________________

p. ______________________

q. ______________________

r. ______________________

s. ______________________

2. Match sewing machine parts on the right to their functions and descriptions on the left by placing the appropriate numbers in the blanks.

______ a. Regulates the pressure between the feed dogs and the presser foot

______ b. Round plastic or metal spool which holds the bottom thread in the machine

______ c. Holds the needle in position

______ d. Allows the bobbin to be filled automatically

______ e. Controls the up-and-down motion of the thread take-up lever and needle

______ f. Holds the bobbin and regulates bottom thread tension as stitches are formed

______ g. Move fabric automatically under the presser foot as the stitches are formed

______ h. Protects pressure dial and on some models contains an upper threading chart

______ i. Provides a smooth surface for sewing and is usually marked with stitching guidelines

______ j. Holds the fabric in the machine

______ k. Controls the thread as it flows through the needle

______ l. Raises and lowers the presser foot

______ m. Regulates pressure of the threads

______ n. Permits the machine to stitch backward

______ o. Sets the width of zigzag and pattern stitches

______ p. Permits sewer to operate sewing machine at desired speed; operated by knee or foot

1. Spool pin
2. Stitch-length control
3. Stitch-width control
4. Tension control
5. Thread take-up lever
6. Throat plate
7. Slide plate
8. Reverse-stitch control
9. Presser-foot lifter
10. Presser foot
11. Bobbin
12. Bobbin winder
13. Bobbin case
14. Pressure control
15. Needle clamp
16. Hand wheel
17. Face plate
18. Feed dogs
19. Power control

(NOTE: Descriptions are continued on the next page.)

_____q. Covers the bobbin case

_____r. Sets the length of the stitches

_____s. Holds spool of thread and is beginning place for upper threading of sewing machine

3. Arrange in order the basic threading points on a sewing machine by placing a "1" in front of the first point, a "2" in front of the second point, and so on.

_____a. Thread take-up lever

_____b. Needle

_____c. Spool pin

_____d. Tension control

4. Complete the chart below on sewing machine problems and their probable causes.

	1. A knot in needle thread. 2. Improper threading. 3. Upper tension too tight. 4. Needle not inserted in needle clamp as far as it will go. 5. Needle blunt or bent. 6. Needle in backwards. 7. Thread too coarse for needle. 8. Roughened hole in throat plate. 9. Improper arrangement of thread when starting to sew.
	1. Needle not inserted in needle clamp as far as it will go. 2. Needle in backwards. 3. Needle threaded incorrectly. Thread from long groove side to short groove side. 4. Needle blunt or bent. 5. Needle too small for thread. 6. Needle too short.
	1. Improper size of needle for thread and material. 2. Needle bent. 3. Pulling of material when stitching. 4. Needle striking improperly fastened presser foot or attachments. 5. Crossing too thick a seam with too small a needle.
	1. Improper threading of bobbin case. 2. Bobbin thread tension too tight. 3. A knot in bobbin thread.
	1. Tension too tight. 2. Stitch too long for material being sewn. 3. Wrong presser foot. Use only the presser foot provided for each particular machine, as they are, in some cases, not interchangeable. If machine runs heavily, clean and oil it.

5. Demonstrate the ability to:

   a. Open and put away the sewing machine properly.

   b. Remove and replace sewing machine needle.

   c. Wind the bobbin.

   d. Stitch straight, broken, curved, and wavy lines.

   e. Turn square corners.

   f. Stitch sharp angle turns.

   g. Thread the sewing machine.

   h. Stitch a folded edge.

   (NOTE: If the above activities have not been accomplished prior to the test, ask the instructor when they should be completed.)

SEWING MACHINE
UNIT III

ANSWERS TO TEST

(NOTE: The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. Identify the principal parts of the sewing machine by writing the correct names in the blanks provided. (38 points)

   a. Slide plate
   b. Tension discs and control
   c. Stitch-length control
   d. Thread take-up lever
   e. Hand-wheel
   f. Thread guide
   g. Pressure control
   h. Stitch-width control
   i. Face plate
   j. Spool pin
   k. Presser foot lifter
   l. Bobbin winder
   m. Presser foot
   n. Bobbin winder thread guide
   o. Feed dog(s)
   p. Reverse stitch control
   q. Throat plate
   r. Needle position control
   s. Needle clamp

2. Match sewing machine parts on the right to their functions and descriptions on the left by placing the appropriate numbers in the blanks. (38 points)

   14 a. Regulates the pressure between the feed dogs and the presser foot
   11 b. Round plastic or metal spool which holds the bottom thread in the machine
   15 c. Holds the needle in position
   12 d. Allows the bobbin to be filled automatically
   16 e. Controls the up-and-down motion of the thread take-up lever and needle
   13 f. Holds the bobbin and regulates bottom thread tension as stitches are formed

   1. Spool pin
   2. Stitch-length control
   3. Stitch-width control
   4. Tension control
   5. Thread take-up lever
   6. Throat plate
   7. Slide plate
   8. Reverse-stitch control
   9. Presser-foot lifter

18 g. Move fabric automatically under the presser foot as the stitches are formed

17 h. Protects pressure dial and on some models contains an upper threading chart

6 i. Provides a smooth surface for sewing and is usually marked with stitching guidelines

10 j. Holds the fabric in the machine

5 k. Controls the thread as it flows through the needle

9 l. Raises and lowers the presser foot

4 m. Regulates pressure of the threads

8 n. Permits the machine to stitch backward

3 o. Sets the width of zigzag and pattern stitches

19 p. Permits sewer to operate sewing machine at desired speed; operated by knee or foot

7 q. Covers the bobbin case

2 r. Sets the length of the stitches

1 s. Holds spool of thread and is beginning place for upper threading of sewing machine

10. Presser foot
11. Bobbin
12. Bobbin winder
13. Bobbin case
14. Pressure control
15. Needle clamp
16. Hand wheel
17. Face plate
18. Feed dogs
19. Power control

3. Arrange in order the basic threading points on a sewing machine by placing a "1" in front of the first point, a "2" in front of the second point, and so on. (8 points)

3 a. Thread take-up lever

4 b. Needle

1 c. Spool pin

2 d. Tension control

4. Complete the chart below on sewing machine problems and their probable causes. (10 points)

Breaking of Needle Thread Might be Caused by:	1. A knot in needle thread. 2. Improper threading. 3. Upper tension too tight. 4. Needle not inserted in needle clamp as far as it will go. 5. Needle blunt or bent. 6. Needle in backwards. 7. Thread too coarse for needle. 8. Roughened hole in throat plate. 9. Improper arrangement of thread when starting to sew.
Skipping of Stitches Might be Caused by:	1. Needle not inserted in needle clamp as far as it will go. 2. Needle in backwards. 3. Needle threaded incorrectly. Thread from long groove side to short groove side. 4. Needle blunt or bent. 5. Needle too small for thread. 6. Needle too short.
Breaking of Needle Might be Caused by:	1. Improper size of needle for thread and material. 2. Needle bent. 3. Pulling of material when stitching. 4. Needle striking improperly fastened presser foot or attachments. 5. Crossing too thick a seam with too small a needle.
Breaking of Bobbin Thread Might be Caused by:	1. Improper threading of bobbin case. 2. Bobbin thread tension too tight. 3. A knot in bobbin thread.
Puckered Seams Might be Caused by:	1. Tension too tight. 2. Stitch too long for material being sewn. 3. Wrong presser foot. Use only the presser foot provided for each particular machine, as they are, in some cases, not interchangeable. If machine runs heavily, clean and oil it.

5. Demonstrate the ability to:

   a. Open and put away the sewing machine properly. (10 points)

   b. Remove and replace sewing machine needle. (10 points)

   c. Wind the bobbin. (6 points)

   d. Stitch straight, broken, curved, and wavy lines. (20 points)

   e. Turn square corners. (10 points)

   f. Stitch sharp angle turns. (15 points)

   g. Thread the sewing machine. (20 points)

   h. Stitch a folded edge. (15 points)

   (NOTE: The above activities should be evaluated to the satisfaction of the instructor.)

BASIC SEWING TECHNIQUES
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to use basic sewing techniques to construct a simple garment. This knowledge will be evidenced through demonstration and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with basic sewing techniques to the correct definitions.
2. Name three types of information contained on pattern guidesheet.
3. Match pattern markings to their correct uses.
4. Complete garment fact sheet.
5. Demonstrate the ability to:
    a. Prepare pattern for layout.
    b. Prepare fabric for cutting.
    c. Pin pattern to fabric.
    d. Cut garment pieces.
    e. Make pattern markings.
    f. Stitch and press darts.
    g. Apply zipper.
    h. Clean-finish facing edge.
    i. Attach facing to garment.
    j. Hem garment.

BASIC SEWING TECHNIQUES
UNIT IV

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective sheet.

   B. Provide student with information, assignment, and job sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information sheet.

   E. Demonstrate procedures outlined in job sheets.

   (NOTE: You or your students may want to make examples or "samplers" in half size of each of the procedures for the students to examine as needed. Also, you might want to select a pattern and fabric similar to what you are working and construct a simple garment with them; this garment can be used for demonstration purposes rather than using one of the student's garments.)

   F. Plan style show.

   (NOTE: Be sure to include grooming hints, display of grooming aids, and demonstrations.)

   G. Give test.

   H. Reteach if necessary.

II. Unit references:

A. Graef, Judy Lynn, and Strom, Jan Buesher. *Concepts in Clothing*. Dallas: Webster Division/McGraw-Hill Book Company. 1976.

B. Clements, Irene, and Coffey, Judy. *Home Economics I: Basic Core Curriculum*. Stillwater: Oklahoma State Department of Vocational-Technical Education, 1972.

C. Gawne, Eleanor J., and Oerke, Bess V. *Dress*. 4th ed. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1975.

D. Dunn, Lucille; Bailey, Annetta; and Vansickle, Wanda. *Steps in Clothing Skills*. Peoria, Illinois: Chas. A. Bennett Co., 1970.

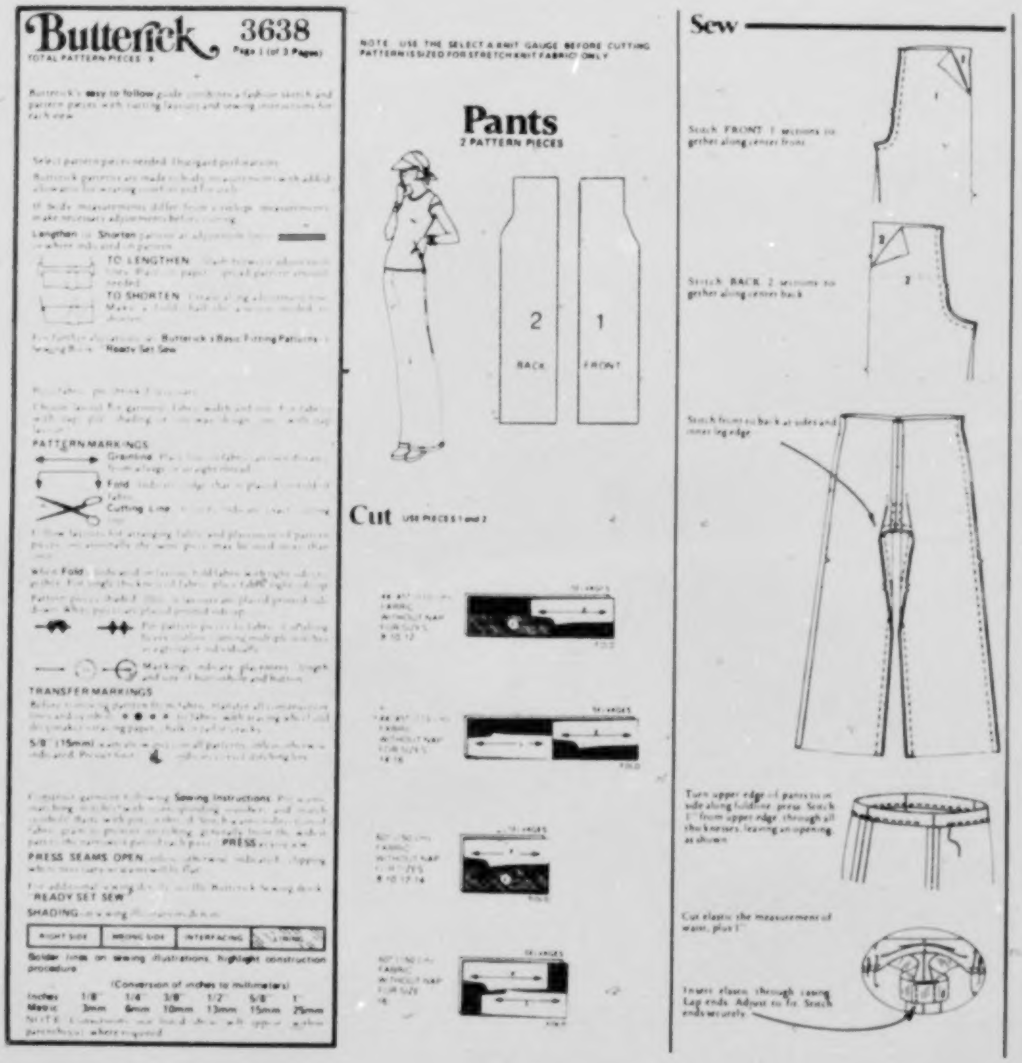
BASIC SEWING TECHNIQUES
UNIT IV

INFORMATION SHEET

I. Terms and definitions

A. Guidesheet--Printed sheet that is included with each pattern and contains general information about the pattern, how to use it, instructions for cutting, and instructions for sewing the garment

Example:



Butterick 3638

TOTAL PATTERN PIECES 9

Page 1 (of 3 Pages)

Lengthen or **Shorten**

TO LENGTHEN

TO SHORTEN

Butterick's Basic Fitting Patterns

Ready Set Sew

PATTERN MARKINGS

Grainline

Fold

Cutting Line

TRANSFER MARKINGS

5/8" (15mm)

Sewing Instructions

PRESS

PRESS SEAMS OPEN

"READY SET SEW"

SHADING

RIGHT SIDE	WRONG SIDE	INTERFACING	LINING

Bolder lines on sewing illustrations highlight construction procedure

(Conversion of inches to millimeters)

Inches	1/8"	1/4"	3/8"	1/2"	5/8"	1"
Metric	3mm	6mm	10mm	13mm	15mm	25mm

NOTE: USE THE SELECT A KNIT GAUGE BEFORE CUTTING PATTERN IS SIZED FOR STRETCH KNIT FABRIC ONLY

Pants

2 PATTERN PIECES

Cut USE PIECES 1 and 2

Sew

Stitch FRONT 1 sections together along center front

Stitch BACK 2 sections together along center back

Stitch front to back at sides and inner leg edge

Turn upper edge of pants to inside along foldline, press. Stitch 1" from upper edge through all thicknesses, leaving an opening as shown

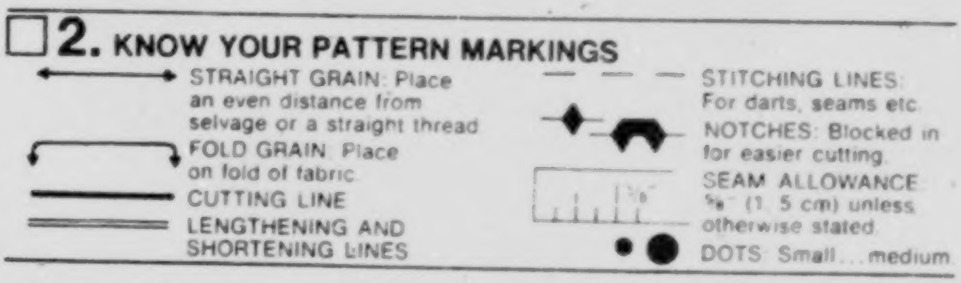
Cut elastic the measurement of waist, plus 1"

Insert elastic through casing. Lap ends. Adjust to fit. Stitch ends securely.

INFORMATION SHEET

B. Pattern markings--Special symbols used as guides when working with pattern

Example:



☐ **2. KNOW YOUR PATTERN MARKINGS**

STRAIGHT GRAIN: Place an even distance from selvage or a straight thread

FOLD GRAIN: Place on fold of fabric

CUTTING LINE

LENGTHENING AND SHORTENING LINES

STITCHING LINES: For darts, seams etc

NOTCHES: Blocked in for easier cutting

SEAM ALLOWANCE ⅝" (1.5 cm) unless otherwise stated

DOTS: Small . . . medium

C. Layout--Way each pattern piece is placed on fabric for pinning and cutting

cutting layouts

key: ■ black is fabric

☐ white is pattern printed side up

☐ grey is pattern printed side down

■ solid outline is fabric cut without a pattern piece

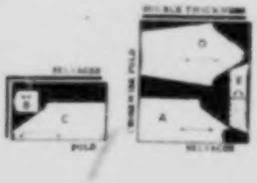
(The metric equivalent is in parenthesis)

NOTE: For smaller sizes, pieces interlock more closely.

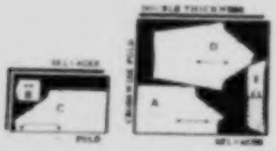
view 1 **jacket**

35" 36" (90cm) fabric without nap

sizes extra small, small, medium


SELVAGE
B
C
FOLD
DOUBLE THICKNESS
CROSSWISE FOLD
D
E
A
SELVAGE

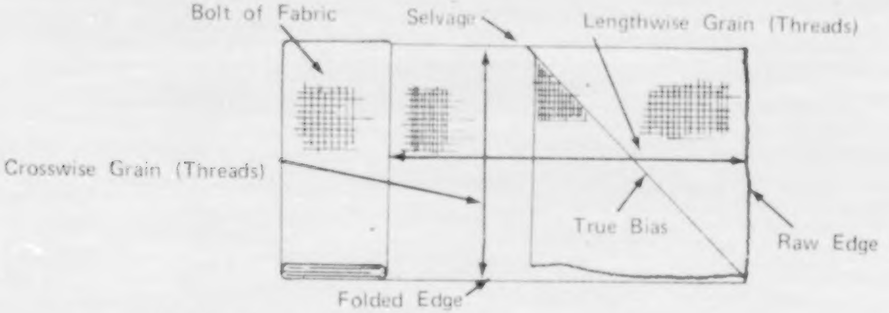
size large


SELVAGE
B
C
FOLD
DOUBLE THICKNESS
CROSSWISE FOLD
D
E
A
SELVAGE

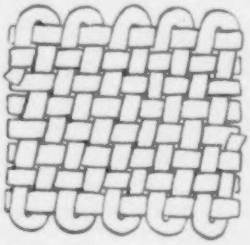
INFORMATION SHEET

D. Grain--Arrangement of threads in a woven fabric

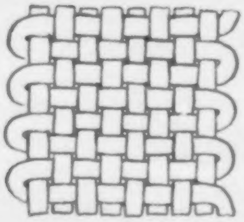
(NOTE: The lengthwise grain runs parallel to the selvages while the crosswise grain runs from selvage to selvage.)


Bolt of Fabric
Selvage
Lengthwise Grain (Threads)
Crosswise Grain (Threads)
True Bias
Raw Edge
Folded Edge

E. Off-grain--Threads running at a slant; corners of fabric will not meet without wrinkling



F. On-grain--Description of fabric threads that are carefully woven and running at 45° angles



G. Preshrink--Treat fabrics before cutting and sewing so that the size of a finished project will not change by washing or dry cleaning

(NOTE: Zipper, interfacing, and trims should also be preshrunk.)

H. Selvage--Finished edge along the length of fabric

INFORMATION SHEET

II. Information on pattern guidesheet

A. Getting ready-to-sew instructions

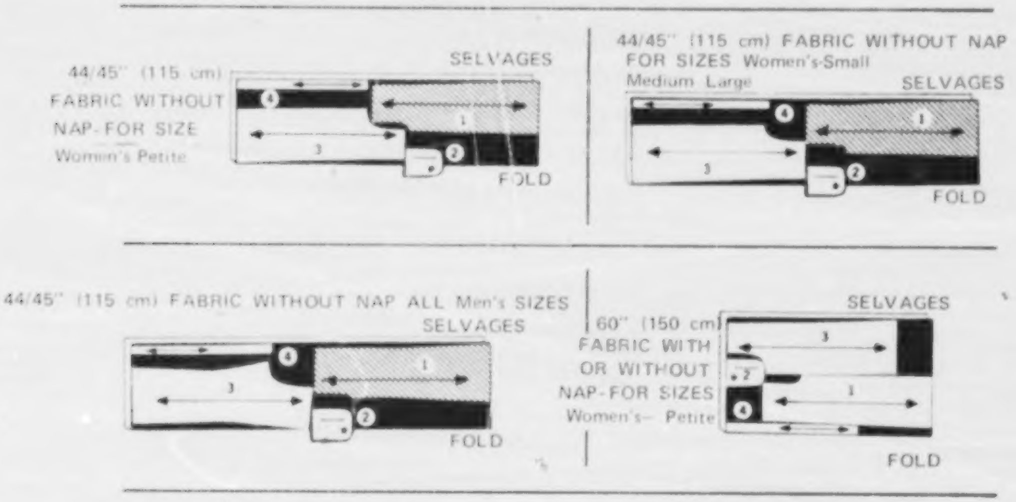
Examples: Picture of garment views, diagram of pattern pieces, suggestions for making pattern alterations, preparing fabric for cutting, meanings of markings, and sewing techniques

B. Layout instructions

Example:

Pants USE PIECES 1,2,3 and 4

★Open fabric right side up and cut one


44/45" (115 cm) FABRIC WITHOUT NAP-FOR SIZE Women's Petite
SELVAGES
FOLD
44/45" (115 cm) FABRIC WITHOUT NAP FOR SIZES Women's-Small Medium Large
SELVAGES
FOLD
44/45" (115 cm) FABRIC WITHOUT NAP ALL Men's SIZES
SELVAGES
FOLD
60" (150 cm) FABRIC WITH OR WITHOUT NAP-FOR SIZES Women's— Petite
SELVAGES
FOLD
1
2
3
4

C. Sewing instructions

(NOTE: Each step necessary for completion of garment is pictured, explained, and shown in order of work!)

III. Pattern markings

(NOTE: Construction markings are the guideposts for putting together and sewing your garment. Some patterns have many of these markings. Others have only a few, depending on the design details of the style. A diagram of the pattern markings described below is included at the end of the information sheet.)

A. Aids in matching seams and in other construction details

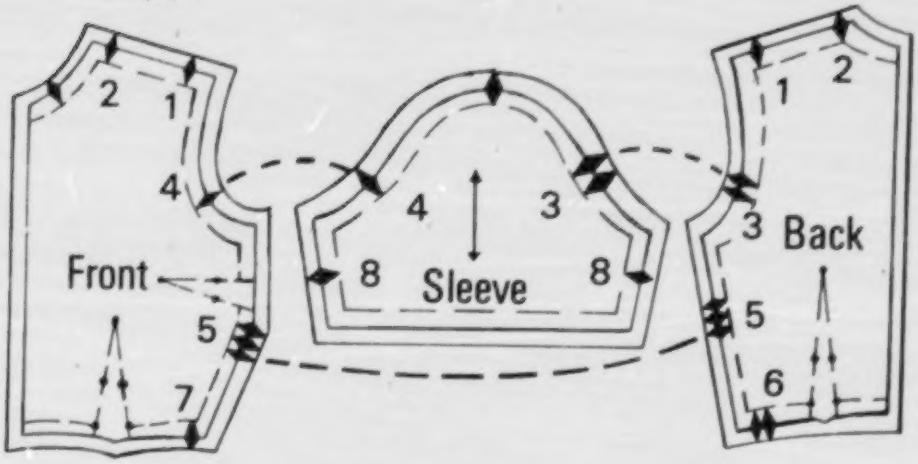
B. Indicates stitching line; usually 1.5 cm (5/8") inside cutting line; aids in joining pattern pieces

INFORMATION SHEET

C. Diamond-shaped symbols along cutting line aid in joining pattern pieces

(NOTE: Notches are numbered to help in matching one pattern piece to another.)

Example:



D. Indicates the direction in which the pieces should be stitched to prevent distortion of fabric grain

E. Indicates fold line for dart

F. Indicates placement of pattern on fold of fabric

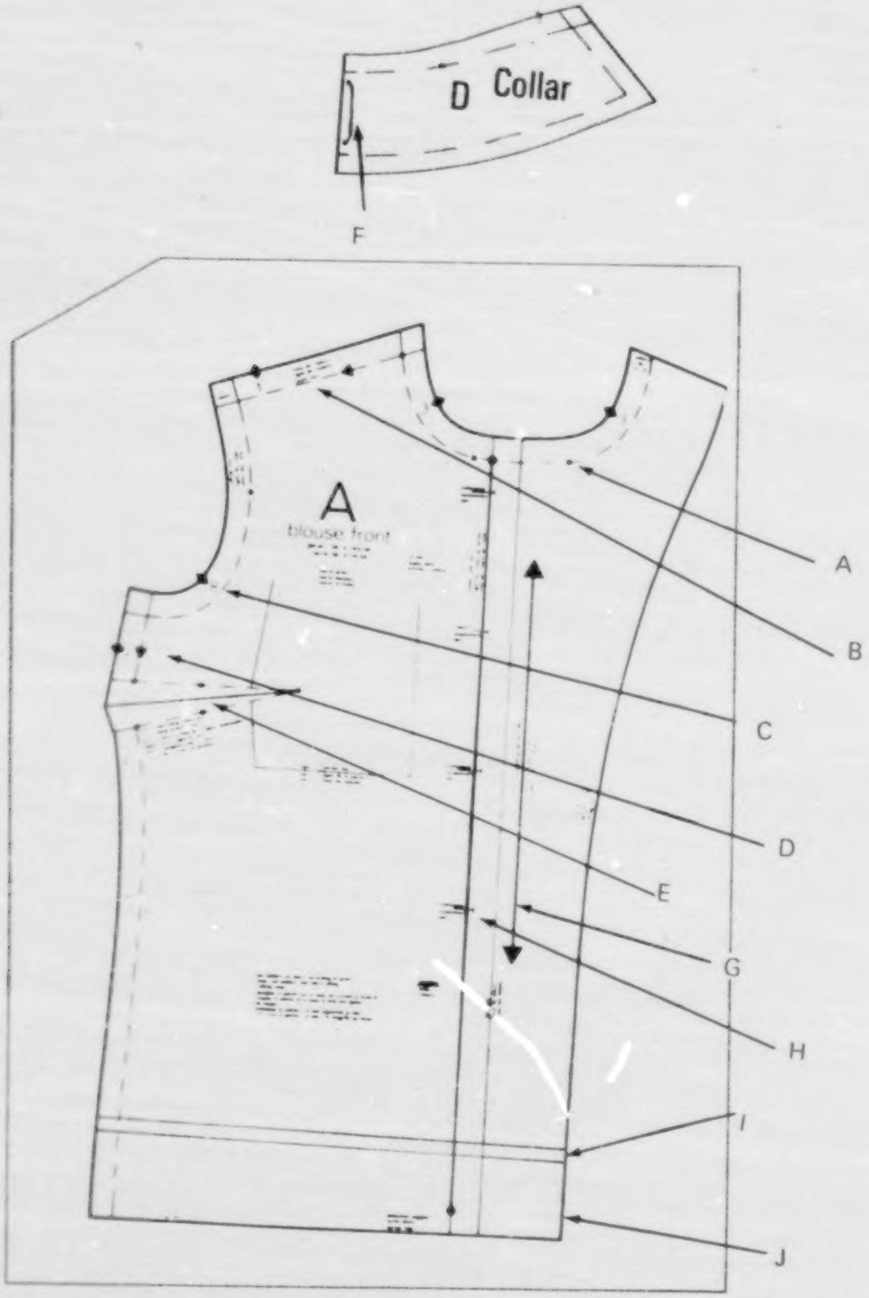
G. Used to place pattern pieces on the straight grain of fabric

H. Shows center front, hem lines, and placement of trims and pockets

I. Shows proper places to make alterations

INFORMATION SHEET

J.. Shows where to cut the fabric to which the pattern pieces have been pinned


D Collar
F
A
blouse front
A
B
C
D
E
G
H
I
J

BASIC SEWING TECHNIQUES
UNIT IV

ASSIGNMENT SHEET #1--COMPLETE GARMENT FACT SHEET

Fill out the assignment sheet and attach to garment when your garment is complete and ready to be evaluated by your teacher.

Part I

Pattern number ____________________ View made ____________________

Sketch of garment __________________ Sample of fabric ______________

(Draw here!) (Attach here!)

Part II

Figure the cost of the garment.

ITEM	COST
Fabric	
Zipper	
Thread	
Interfacing	
Fasteners	
Other: (please specify)	

BASIC SEWING TECHNIQUES
UNIT IV

JOB SHEET #1--PREPARE PATTERN FOR LAYOUT

I. Equipment

A. Pattern

B. Pencil or pen

C. Iron

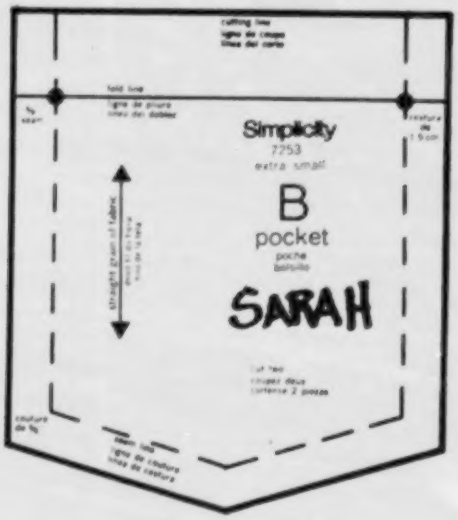
D. Ironing board

II. Procedure

A. Write your name on the body of each pattern piece, under the brand name on the guide sheet, and on the envelope (Figure 1)

(NOTE: Use colored pen, felt tip, or crayon.)

FIGURE 1


cutting line
ligne de coupe
linea del corte
fold line
ligne de pliure
linea del doblez
Simplicity
7253
extra small
B
pocket
poche
bolsillo
SARAH
straight grain of fabric
cut two
coupez deux
cortense 2 piezas
seam line
ligne de couture
linea de costura

B. Study the guidesheet to find the suggested layout for the size and version of the pattern view selected and for purchased fabric width

C. Separate the pattern pieces needed

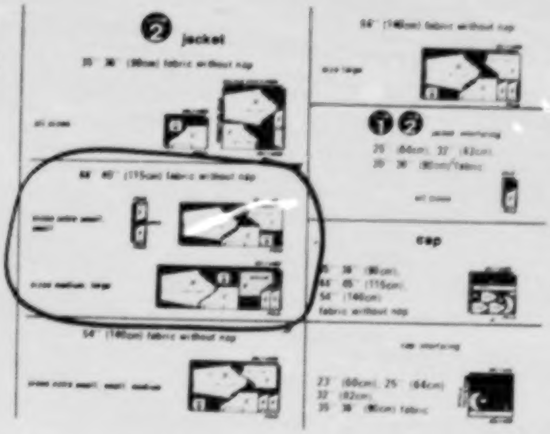
D. Return unneeded pattern pieces to the pattern envelope

JOB SHEET #1

E. Draw a circle around the cutting layout you have selected (Figure 2)

(NOTE: This helps you see it immediately each time you want to refer to it.)

FIGURE 2


2
jacket
44" 45" (115cm) fabric without nap
54" (140cm) fabric without nap
1 2
cap

F. Press wrinkled pattern pieces with a warm, dry iron

(NOTE: Avoid pressing tiny wrinkles into the pattern pieces.)

G. Fit the pattern by pinning the pieces together and trying on the pattern or by holding the tissue pieces up to body (Figures 3 and 4)

(NOTE: Whether you fit the pattern on yourself or have someone help you, work GENTLY with the pieces to prevent them from tearing. Work with your teacher to make needed alterations.)

FIGURE 3

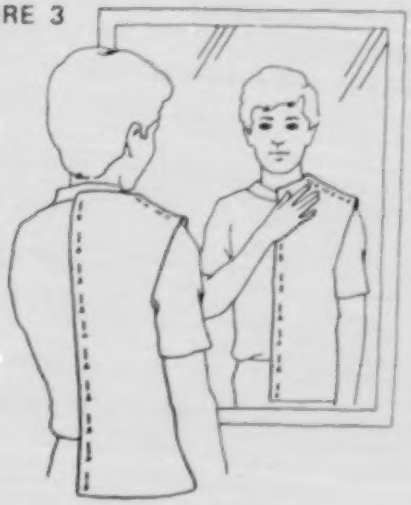
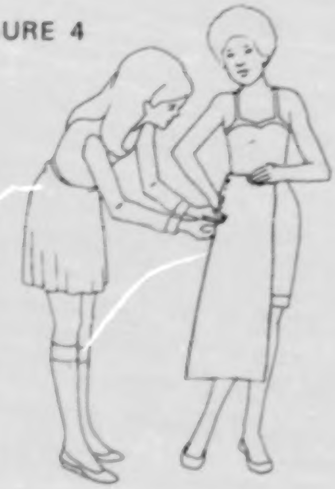


FIGURE 4



BASIC SEWING TECHNIQUES
UNIT IV

JOB SHEET #2--PREPARE FABRIC FOR CUTTING

I. Equipment

- A. Fabric
- B. Pins
- C. Scissors
- D. Iron
- E. Ironing board

II. Procedure

A. Preshrink fabric by washing or drycleaning it

(NOTE: Many fabrics are preshrunk by the manufacturer. Always check the label to see if a fabric has been preshrunk!)

B. Find the lengthwise threads

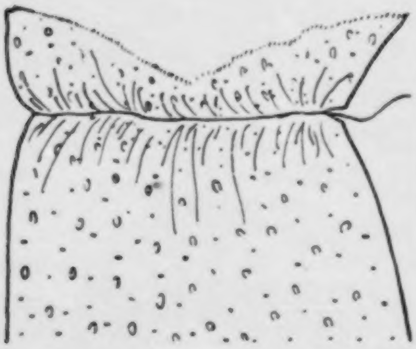
(NOTE: The selvage shows the lengthwise grain on woven fabrics.)

C. Find the crosswise threads

Examples:

Pull a thread across the width of the fabric; cut off the uneven edge above it (Figures 1 and 2)

FIGURE 1



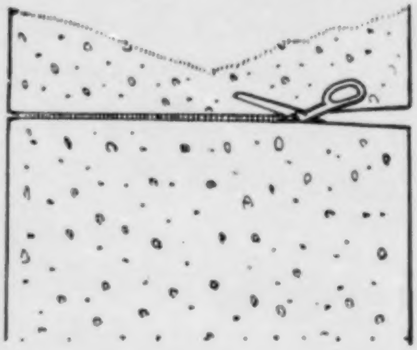
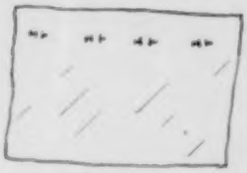


FIGURE 2

JOB SHEET #2

Follow a prominent thread across and mark it with pins or chalk (Figures 3 and 4)

FIGURE 3



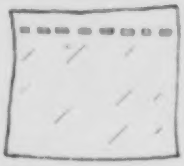


FIGURE 4

D. Fold the fabric as shown in guidesheet

(NOTE: If fabric is not grain perfect, it will pucker when you try to fold it in half. See Figure 5. Straight grain fabric lies flat when folded with corners at right angles. See Figure 6.)

FIGURE 5

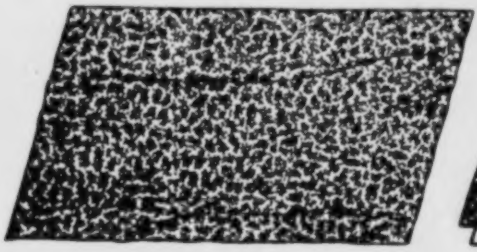
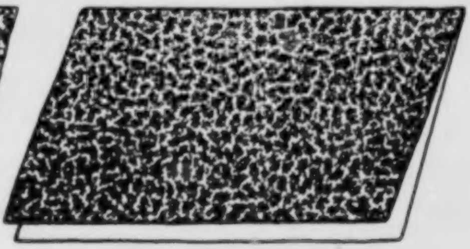


FIGURE 6



E. Straighten the grain, if possible

(NOTE: Off-grain fabrics can cause real disappointment. For example, a garment cut off-grain might begin to hang or sag on one side or side seams may edge their way towards the front or back.)

BASIC SEWING TECHNIQUES
UNIT IV

JOB SHEET #3--PIN PATTERN TO FABRIC

I. Equipment

   A. Fabric

   B. Pattern pieces

   C. Pins

   D. Tape measure or ruler

II. Procedure

   A. Choose cutting table that allows enough room to spread fabric

   B. Mark width of fabric, view being used, and size of pattern on pattern guidesheet

   C. Lay pattern pieces on cloth according to pattern layout diagram

   (NOTE: Notice shape of each pattern piece, the location of the notches, and other markings on the pattern.)

   D. Lay pattern pieces close together

   (NOTE: This eliminates wasting fabric. Pattern margins can overlap but cutting lines cannot!)

   E. Lay all pattern pieces on fabric before cutting any part

   (NOTE: This allows one to know if there is enough fabric for intended garment.)

   F. Place pattern pieces with Place on Fold arrows on folded edge

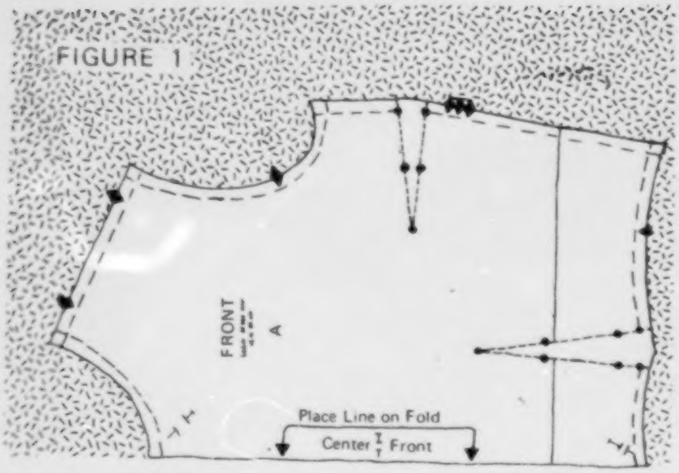
      1. Be sure printed line of pattern marked Place on Fold is placed exactly on folded edge of the fabric

      (NOTE: If the pattern is improperly placed, the mistake will be doubled in the garment.)

JOB SHEET #3

2. Pin folded side first (Figure 1)

FIGURE 1

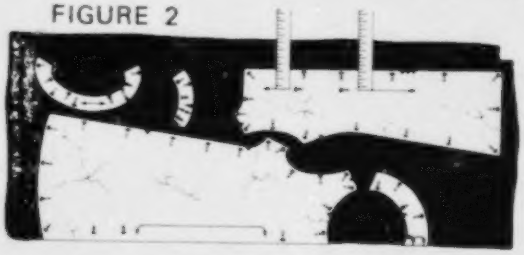


G. Pin pattern pieces on straight of the fabric (Figure 2)

(CAUTION: **Get teacher's approval before cutting!!!)**

1. Pin through one end of the grain line arrow and the fabric beneath
2. Measure from the pinned end of the arrow to the selvage
3. Move the ruler to the other end of the grain line arrow
4. Place the ruler with the same measure even with the selvage edge
5. Shift the tissue pattern to bring the grain line arrow even with the end of the ruler
6. Pin through the pattern and fabric beneath (Figure 2)

FIGURE 2



7. Keep both pattern and fabric flat on table while pinning

JOB SHEET #3

8. Put first finger of supporting hand on pattern just in front of pin

   (NOTE: This helps to hold the pattern in place.)

   (CAUTION: Holding the pattern and fabric up off the table while pinning may stretch the fabric out of shape and the pattern may slip out of place.)

9. Place pins at right angles to end, slightly away from pattern edge

   (NOTE: Pins will be out of the way of the shears when cutting.)

10. Place pins at each notch, corner, or curve and about 20 cm (8 in) apart on straight edges

    (NOTE: Too many pins may cause you to cut a jagged edge. Pins are placed a little closer together on curves.)

(CAUTION: BE SURE NOT TO CUT FABRIC AND PATTERN UNTIL TEACHER APPROVES!!!)

BASIC SEWING TECHNIQUES
UNIT IV

JOB SHEET #4--CUT GARMENT PIECES

I. Equipment

A. Fabric

B. Pattern

C. Pins

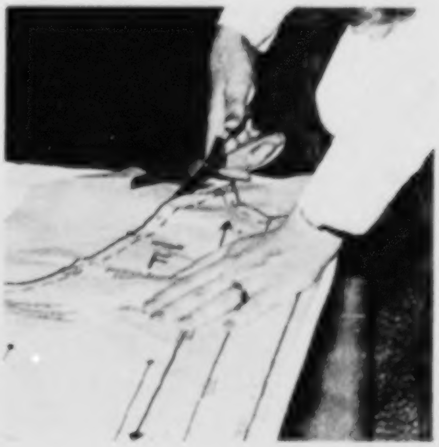
D. Shears

II. Procedure

A. Put thumb into the small hole in the handles of the shears and fingers into the large hole of handles (Figure 1)

B. Let first finger help in guiding the shears (Figure 1)

FIGURE 1



C. **KEEP WORK FLAT!**

(NOTE: This prevents fabric from slipping or stretching.)

D. Make long, even cuts opening the shears wide each time

(NOTE: Opening the shears wide is a time-saving habit. Furthermore, if you open the shears only partially, the garment pieces will have jagged edges.)

JOB SHEET #4

E. Cut corners, notches, and short places with the points of the shears (Figures 2 and 3)

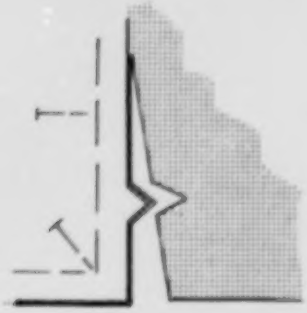


FIGURE 2

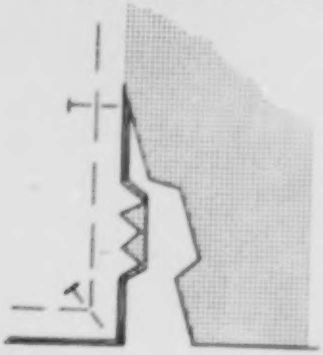


FIGURE 3

F. Cut down the center of the cutting line shown on the pattern

G. Leave pattern pinned on fabric, folding pieces with pattern inside

H. Put away each piece as it is cut

BASIC SEWING TECHNIQUES
UNIT IV

JOB SHEET #5--MAKE PATTERN MARKINGS

(NOTE: There are four procedures described below for making pattern markings. Use the procedure recommended by your instructor.)

I. Equipment

   A. Pattern pieces with fabric pinned to them

   B. Tracing paper

      (NOTE: Use lightest color that will show on fabric.)

   C. Tracing wheel

   D. Cardboard or magazine

   E. Ruler

   F. Needle and thread

   G. Tailor's chalk or bar-type soap

II. Procedure for marking with tracing wheel and tracing paper

   (NOTE: The tracing method is fast and easy to do.)

   A. Work on firm surface, such as a table

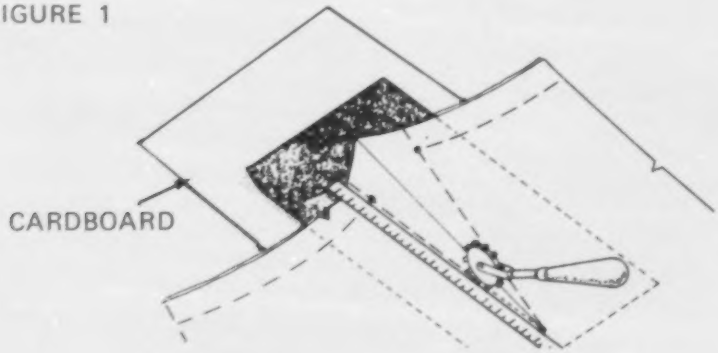
   B. Protect surface with cardboard or magazine under fabric

   C. Test tracing paper on scrap of cloth BEFORE using on garment

   D. Remove enough pins from pattern so tracing paper can be slipped in

   E. Slip in tracing paper so that colored portion marks both wrong sides at same time (Figure 1)

FIGURE 1



JOB SHEET #5

F. Roll the tracing wheel over all the symbols and lines to be marked, using a ruler to guide the wheel when marking straight lines (Figure 1)

(CAUTION: Use just enough pressure to leave the marks. If you press too hard, the markings may show through to the right side of the fabric.)

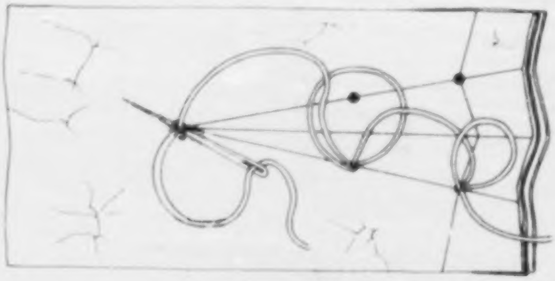
III. Procedure for marking with tailor's tacks

(NOTE: Tailor's tacks are simple hand stitches made with loose loops of thread.)

A. Use a long, unknotted double thread

B. Make a stitch the width of the dot through the pattern and all the thicknesses of fabric at each point to be marked (Figure 2)

FIGURE 2



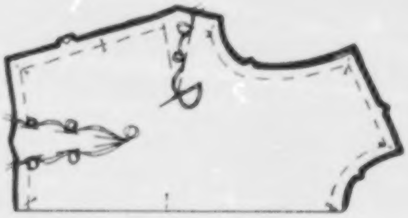
C. Leave the thread ends about 2.5 cm (1 in) long

D. Make a second stitch in the same place as the first, leaving the threads in a loop about 2.5 cm (1 in) long (Figure 2)

(NOTE: This makes an *X*.)

E. Repeat at each point to be marked using a continuous thread (Figure 3)

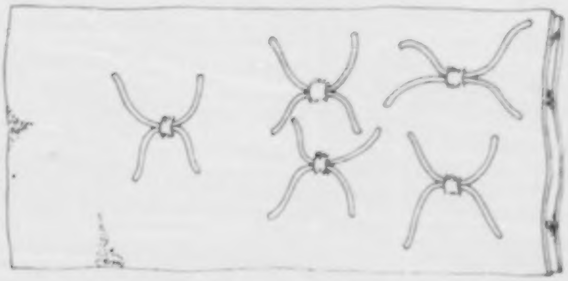
FIGURE 3



JOB SHEET #5

F. Clip the threads between each marking when all points have been marked (Figure 4)

FIGURE 4



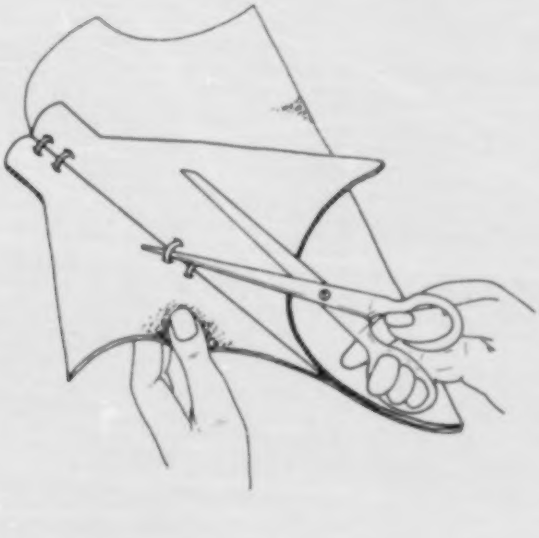
G. Remove the pattern piece and gently begin to separate the layers of fabric

H. Separate the fabric layers, clipping the threads as you reach each stitch (Figure 5)

(CAUTION: **Avoid cutting fabric.**)

(NOTE: The small thread ends remain as markings. Tailor's tacks show on the right and wrong sides of the fabric and are easily removed after machine stitching.)

FIGURE 5



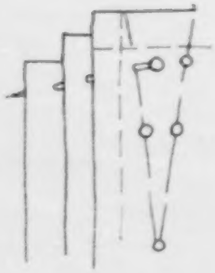
JOB SHEET #5

IV. Procedure for marking with pins

(NOTE: The advantage of the pin method is that it does not leave a permanent mark.)

A. Push a pin through the tissue paper and both layers of fabric (Figure 6)

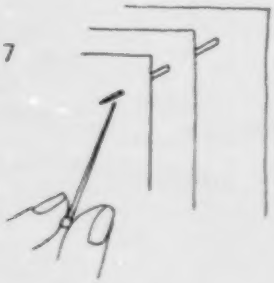
FIGURE 6



B. Turn the garment section over

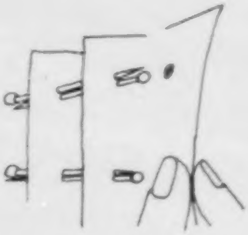
C. Insert a second pin in the opposite direction where each of the others come out (Figure 7)

FIGURE 7



D. Remove the paper pattern (Figure 8)

FIGURE 8

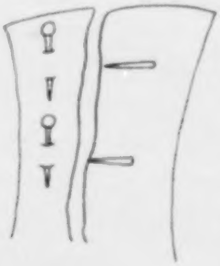


E. Pull the two garment pieces apart so that the pins do not slip out of the fabric

JOB SHEET #5

F. Slip the pins in and out of the fabric so that they will not fall out of the fabric (Figure 9)

FIGURE 9

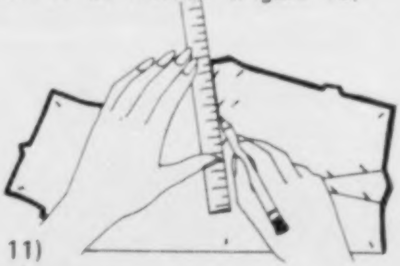


V. Procedure for marking with chalk or soap

(NOTE: Tailor's chalk is quick and easy to use in both pencil and block form. Disadvantages are that chalk marks may not show or may easily rub off some fabrics. Make sure they only show on the wrong side of the fabric!)

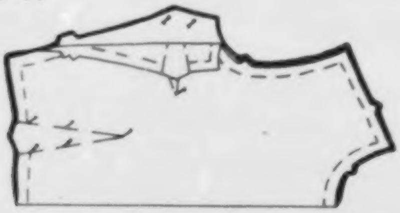
A. Place a pin through each point to be marked (Figure 10)

FIGURE 10



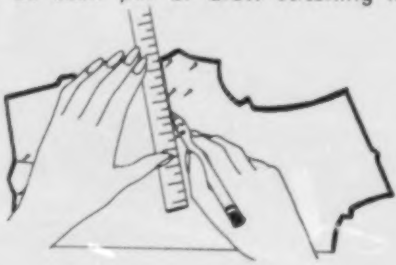
B. Remove the pattern (Figure 11)

FIGURE 11



C. Make a small chalk mark at each pin or draw stitching lines between markings (Figure 12)

FIGURE 12



BASIC SEWING TECHNIQUES
UNIT IV

JOB SHEET #6--STITCH AND PRESS DARTS

I. Equipment

   A. Garment

   (NOTE: The darts should be marked.)

   B. Pins

   C. Sewing machine

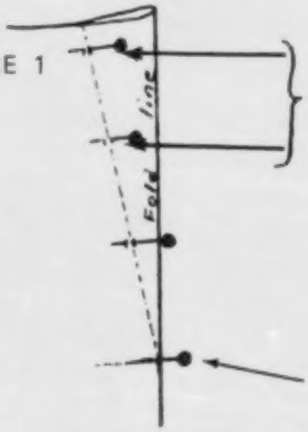
   D. Scissors

II. Procedure for stitching

   A. Fold dart on fold line, matching dots and stitching lines

   B. Pin-baste darts (Figure 1)

FIGURE 1



PINS MAKE SMALL "STITCHES" ACROSS THE STITCHING LINE

STOPPING POINT

   C. Have pins on top of garment piece

   (NOTE: Each pin can be removed as you stitch.)

   D. Place wide end of dart under presser foot

   E. Lower needle exactly onto the stitching line at the edge of the fabric

   (NOTE: Be sure that threads are back of the presser foot.)

   F. Lower the presser foot

   G. Stitch along the marked stitching line

JOB SHEET #6

H. Remove each pin as you come to it

(CAUTION: Do not sew across pins; sewing across pins often blunts the machine needle.)

I. Go slow when nearing the stopping point at the end of the dart

(NOTE: Stitches should get closer and closer to the fold so that the last three or four stitches are right on the folded edge.)

J. Make last stitch exactly on stopping point

(NOTE: When darts end abruptly without gradual tapering to sharp point, the end of the dart will bulge and spoil appearance and fit of the garment.)

K. Secure thread at point of dart

1. Square knot

   a. Draw about 20 cm (8 in) of thread from the bobbin and needle

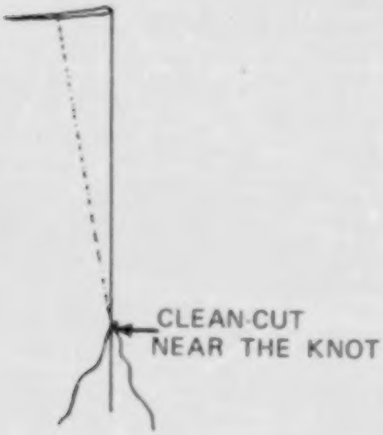
   b. Cut, leaving about 7.5 cm (3 in) at the point of the dart

   c. Tie a square knot

   d. Clean-cut threads near the knot (Figure 2)

   (CAUTION: Leave threads at least 1.3 cm or 1/2 in long.)

FIGURE 2



JOB SHEET #6

2. Chaining off--Allow machine to continue to sew two or three extra stitches after dart has passed beyond needle

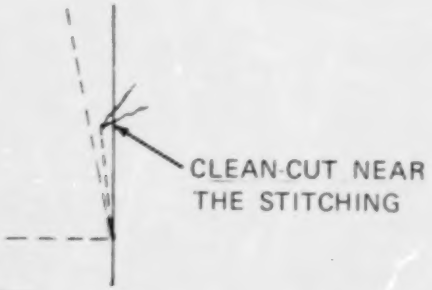
   (NOTE: Bobbin and spool threads automatically twist tightly.)

3. Backstitching (Figure 3)

   a. Reverse the stitch right along the fold of the dart for about 1.9 cm or 3/4 in

   b. Clean-cut threads

FIGURE 3



III. Procedure for pressing

A. Press both horizontal and slanted darts downward (Figures 4 and 5)

FIGURE 4

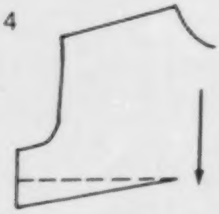
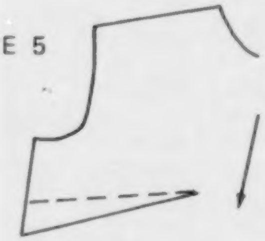
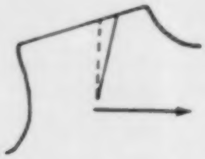


FIGURE 5



B. Press vertical darts toward the center of the garment (Figure 6)

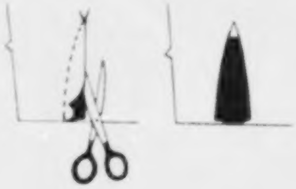
FIGURE 6



JOB SHEET #6

(NOTE: When using heavy or bulky fabric, slash darts along fold and press open. This makes both darts and cross seam less bulky. Curved darts are slashed so they will lay flat. See Figure 7.)

FIGURE 7



C. Press darts on wrong side using a tailor's ham or press mit since darts create curves or shapes

(NOTE: If you use either a sleeve board or a regular ironing board, place dart point at end of board.)

D. Smooth fabric on each side of dart

E. Press dart on right side of fabric

(NOTE: Remember, for some fabrics you need to use a press cloth.)

BASIC SEWING TECHNIQUES
UNIT IV

JOB SHEET #7--APPLY ZIPPER

I. Equipment

A. Garment

B. Zipper

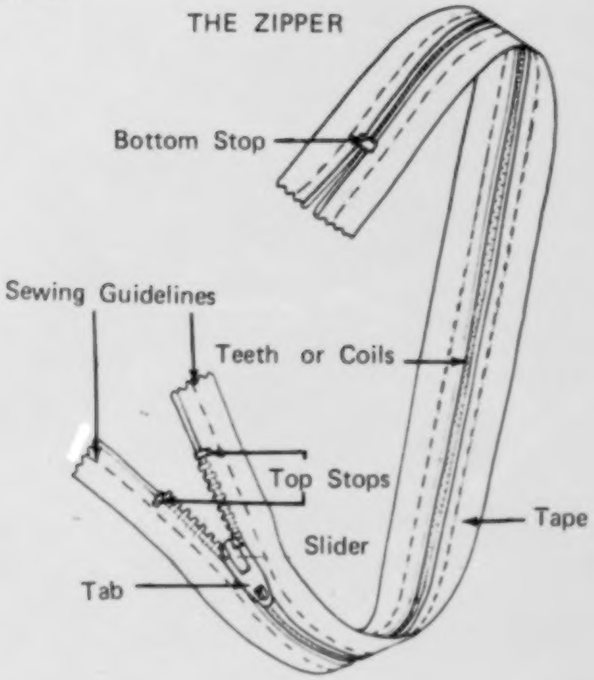
C. Sewing machine

D. Scissors

E. Pins

F. Thread

THE ZIPPER


Bottom Stop
Sewing Guidelines
Teeth or Coils
Top Stops
Slider
Tape
Tab

II. Procedure for center application

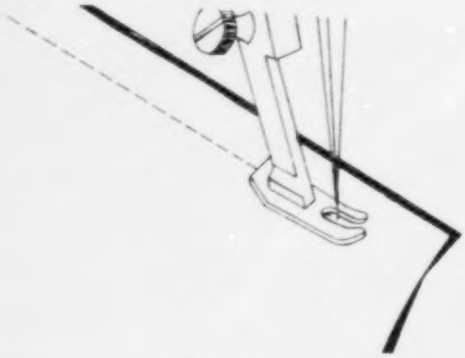
A. Measure a line down the seam of garment

B. Mark point exactly 2.5 cm (1 in) longer than zipper

JOB SHEET #7

C. Machine baste a 1.5 cm (5/8 in) seam (Figure 1)

FIGURE 1



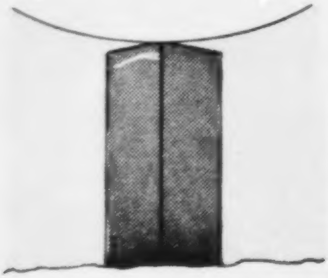
D. Backstitch for 1.3 cm (1/2 in)

E. Set machine for regular stitching

F. Complete stitching seam of the garment

G. Press open seam of garment (Figure 2)

FIGURE 2



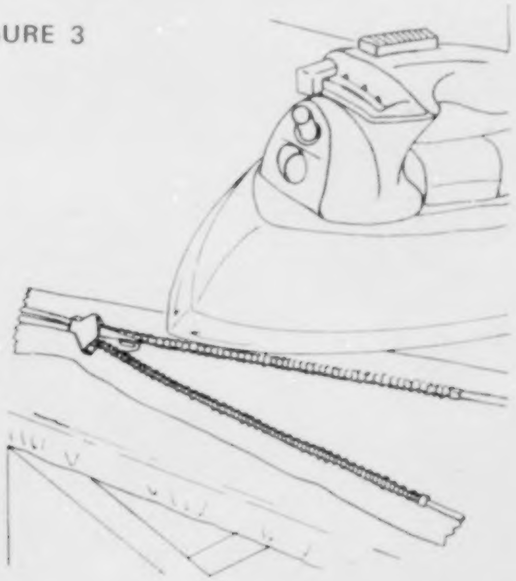
H. Work on inside of garment

JOB SHEET #7

I. Open zipper (Figure 3)

(NOTE: Be sure to preshrink zipper. Zippers are often folded for packaging. The zipper tape should be pressed to remove the creases. This helps the zipper to lie flat for application to your garment.)

FIGURE 3



J. Center the zipper, tab side down, on the basted seam

K. Pin one side of zipper in place on seam allowance, beginning at the top

(NOTE: Be sure zipper teeth line up evenly on seam as you pin.)

JOB SHEET #7

L. Machine baste along the zipper guideline through the zipper tape and the one seam allowance, using zipper foot or narrow presser foot (Figures 4 and 5)

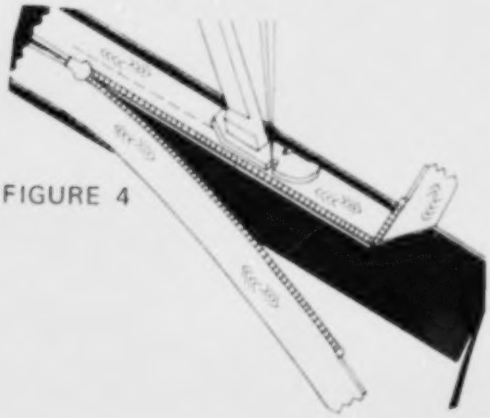


FIGURE 4

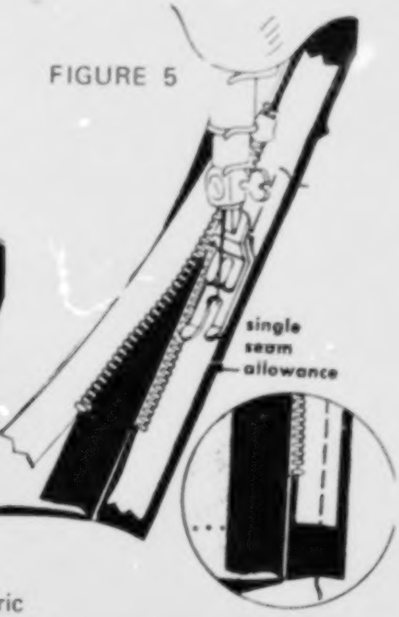


FIGURE 5

M. Close zipper

N. Place zipper flat against the fabric

O. Pin through all thicknesses: tape, seam allowance, and garment

P. Stitch down the length of the zipper

Q. Pivot at the bottom, stitch across, pivot, and continue sewing up other side (Figures 6 and 7)

(NOTE: Some sewers prefer to use directional stitching from the bottom up on each side of the zipper. Some also prefer to stitch along zipper guidelines, while others prefer to stitch an even distance from the basted seam on the right side of fabric.)

FIGURE 6

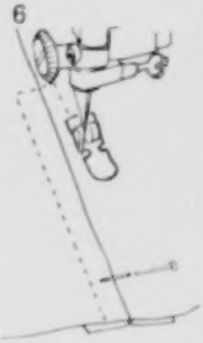
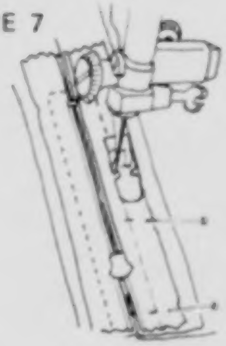


FIGURE 7



JOB SHEET #7

R. Remove basting stitch

S. Press

III. Procedure for lapped application

A. Measure a line down the seam of garment

B. Mark point exactly 2.5 cm (1 in) longer than zipper teeth

C. Machine-baste a 1.5 cm (5/8 in) seam

D. Backstitch

E. Set machine for regular stitching

F. Complete stitching seam of garment

G. Press open seam of garment

H. Work on inside of garment

I. Open zipper

J. Place tab side down on right-hand seam allowance

K. Pin tape along guideline

(NOTE: Be sure that zipper foot lines up on seam.)

L. Machine baste along the zipper guideline through zipper tape and one seam allowance, using zipper foot or narrow presser foot (Figures 8 and 9)

(NOTE: Do this step VERY CAREFULLY. It anchors the zipper in the correct position for the rest of the application.)

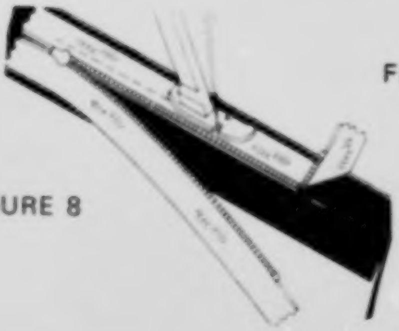


FIGURE 8

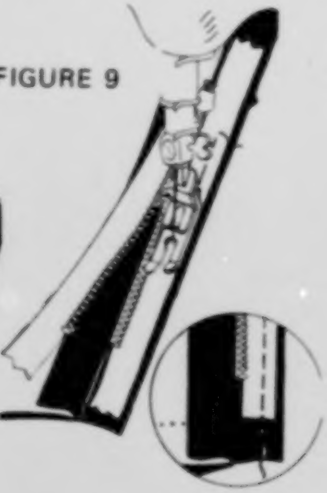


FIGURE 9

JOB SHEET #7

M. Close zipper

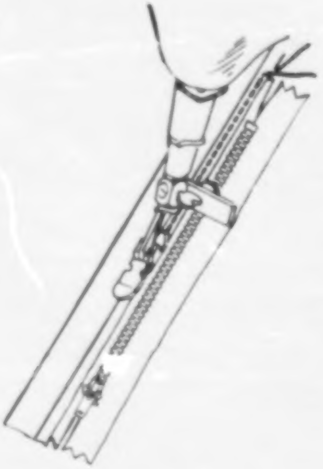
N. Turn zipper so that right side is up

(NOTE: This will make a fold along the seam just sewn and the zipper teeth.)

O. Machine stitch using zipper foot close to fold from the bottom to the top of the zipper (Figure 10)

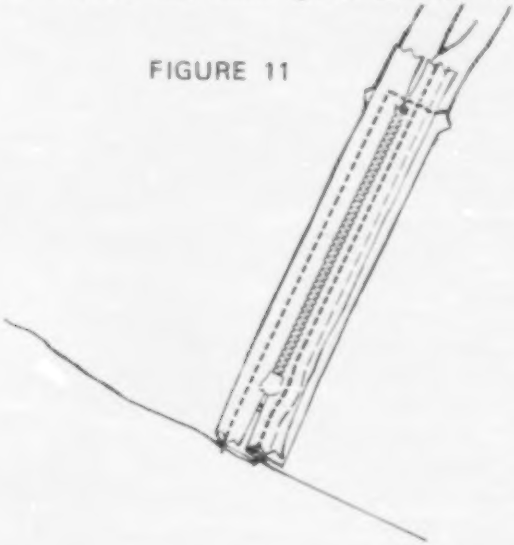
(NOTE: Fold should not touch teeth.)

FIGURE 10



P. Place the zipper face down against the other seam allowance (Figure 11)

FIGURE 11



JOB SHEET #7

Q. Pin through all thicknesses: tape, seam allowance, and garment

R. Stitch length of zipper

S. Pivot and stitch across seam

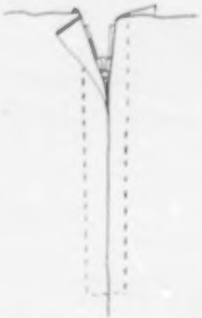
T. Pull threads to wrong side and tie ends

U. Remove basting stitches

V. Press

(NOTE: Figure 12 shows the finished zipper.)

FIGURE 12



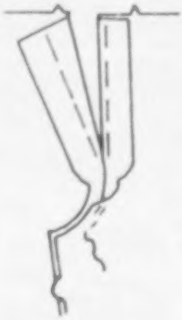
IV. Procedure for fly zipper

A. Use zipper to measure a line down the seam of the garment

B. Mark a point 2.5 cm (1 in) longer than zipper teeth

C. Turn RIGHT front extension to inside on center front marking; hand baste close to fold edge; press (Figure 13)

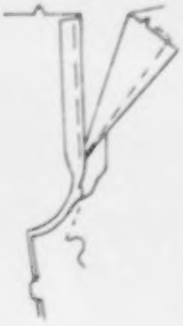
FIGURE 13



JOB SHEET #7

D. Turn in LEFT front extension 6 mm (1/4 in) from center front; hand baste close to fold edge; press (Figure 14)

FIGURE 14

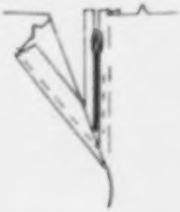


E. Close zipper

F. Lap and pin fold edge of LEFT front over zipper tape (Figure 15)

(NOTE: RIGHT SIDES SHOULD BE UP. Fold edge should be close to zipper teeth; pull-tab should be 2.2 cm or 7/8 in from upper edge.)

FIGURE 15

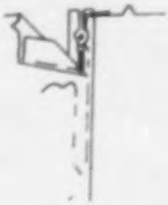


G. Stitch close to fold edge using zipper foot

H. Lap and pin RIGHT front over zipper and LEFT front (Figure 16)

(NOTE: Right sides should be up and center front markings should match.)

FIGURE 16

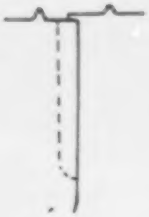


JOB SHEET #7

I. Hand baste RIGHT front to zipper tape

J. Stitch (Figure 17)

FIGURE 17



BASIC SEWING TECHNIQUES
UNIT IV

JOB SHEET #8--CLEAN-FINISH FACING EDGE

(NOTE: Clean-finish method is used on light to medium weight materials that fray.)

I. Equipment

   A. Facing

   B. Sewing machine

   C. Iron

   D. Ironing board

II. Procedure

   A. Sew seams of facings following directions on guidesheet

   B. Press seams open

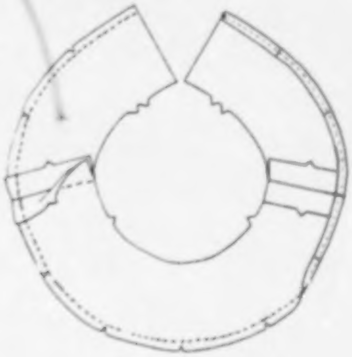
   C. Trim away 6 mm (1/4 in)

   (NOTE: The seam will be 9 mm or 3/8 in.)

   D. Stitch a row of regular stitching 6 mm (1/4 in) from the facing edge with no notches

   E. Fold or turn raw edge on the row of stitching toward the wrong side (Figure 1)

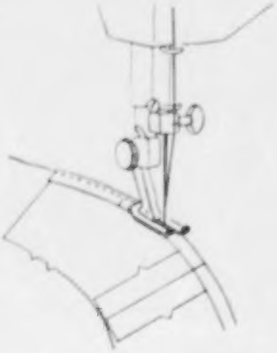
FIGURE 1



JOB SHEET #8

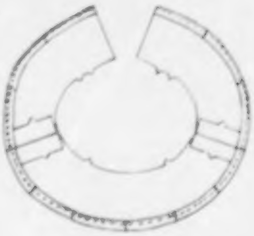
F. Edge stitch slowly around the facing (Figure 2)

FIGURE 2



G. Press facing (Figure 3)

FIGURE 3



BASIC SEWING TECHNIQUES
UNIT IV

JOB SHEET #9--ATTACH FACING TO GARMENT

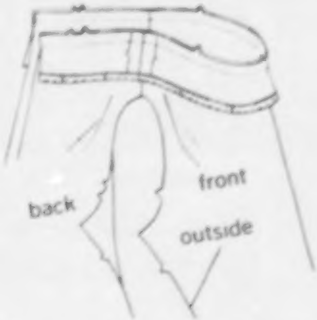
I. Equipment

- A. Sewing machine
- B. Pins
- C. Facings
- D. Garment
- E. Scissors

II. Procedure

- A. Pin facing to the garment with right sides together
- B. Match all notches, seam edges, center lines, and shoulder seams carefully
- C. Stitch around entire neckline (Figure 1)

FIGURE 1

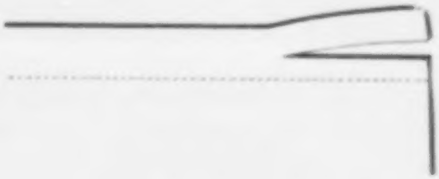


- D. Eliminate bulk by holding seam carefully as you trim away the edges (Figure 2)

  (CAUTION: Be careful that you cut away only the seam and not the stitching.)

  (NOTE: Because of the different widths, there is no ridge visible on the outside of the garment. This is especially important on heavy, thick fabrics.)

FIGURE 2



JOB SHEET #9

E. Clip seams (Figure 3)

(NOTE: Clipping the seam helps the facing to lie flat when it is turned to the inside of garment.)

1. Hold seam toward you
2. Place thumb on top and first finger directly under the stitching
3. Place tip of the lower blade of shears against your first finger and just inside stitching
4. Point upper blade directly to stitching line

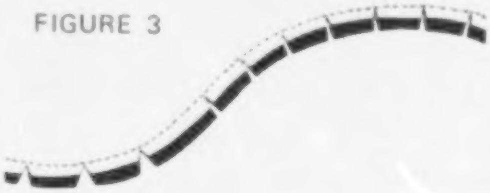
   (NOTE: Each clip should be straight into seam toward stitching.)

5. Close blades to the very points

   (CAUTION: Be careful not to cut through the stitching.)

   (NOTE: The straighter the edge is, the fewer the clips. Also, the more curve there is, the closer the clips. See Figure 3.)

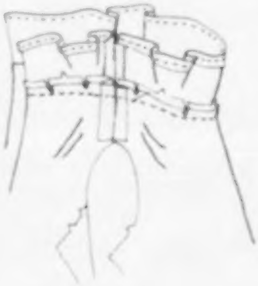
FIGURE 3



F. Understitch seam

1. Press seam allowance up toward facing (Figure 4)

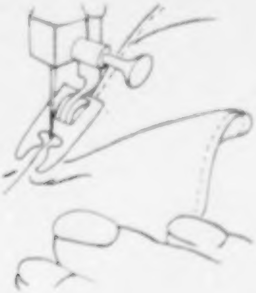
FIGURE 4



JOB SHEET #9

2. Stitch on the facing side through the seam allowances and facing very close to the seam line (Figure 5)

FIGURE 5



3. Press

G. Secure seam

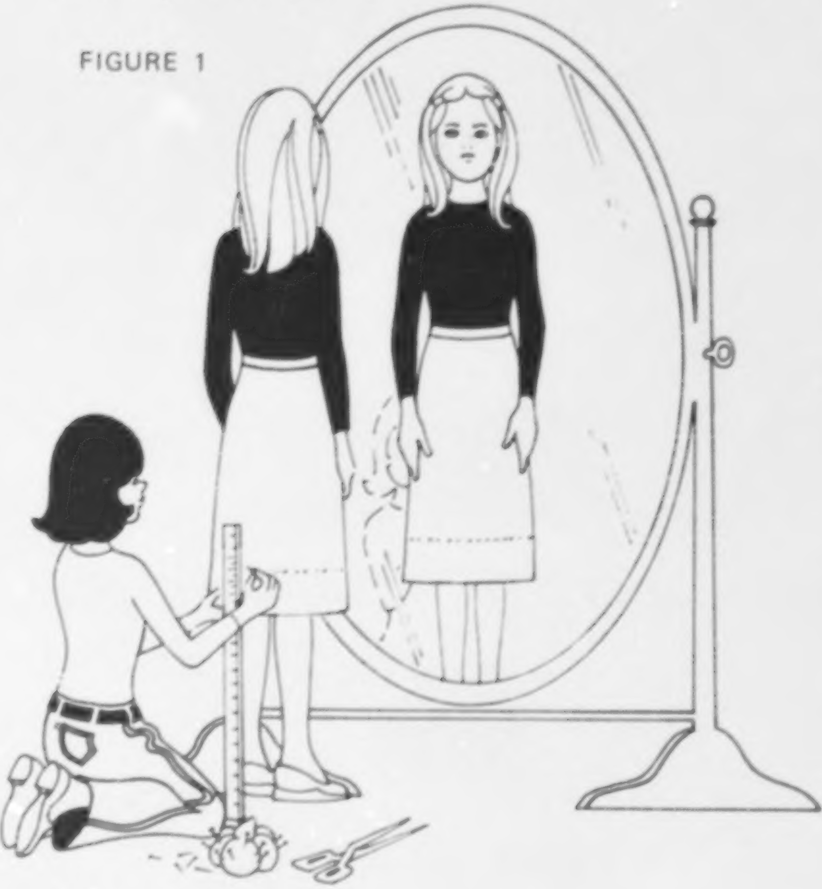
BASIC SEWING TECHNIQUES
UNIT IV

JOB SHEET #10--HEM GARMENT

I. Equipment
   A. Garment
   B. Measuring stick
   C. Pins

II. Procedure
   A. Try on garment
   B. Have partner mark the hemline or the bottom edge of the garment using measuring stick (Figure 1)

FIGURE 1



JOB SHEET #10

C. Remove garment

D. Lay garment on flat surface; check to see if the pins are straight and form an even curve (Figures 2 and 3)

(NOTE: If an occasional pin is out of line, move it, but if the entire row is jumpy it is wise to try it on and remark the garment now.)

FIGURE 2

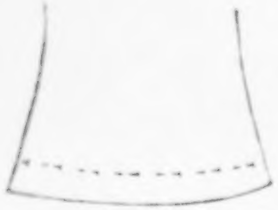
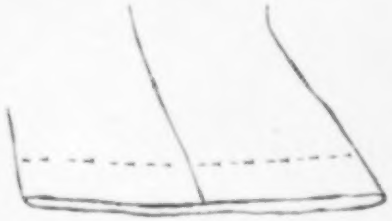
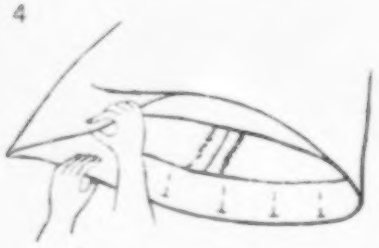


FIGURE 3



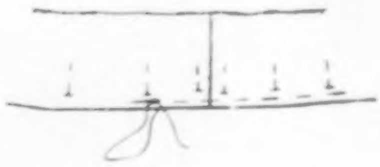
E. Fold the hem on the line of pins (Figure 4)

FIGURE 4



F. Pin baste from the folded edge (Figure 5)

FIGURE 5



G. Hand baste, if necessary

H. Try garment on to check if hem is even

JOB SHEET #10

I. Measure the width of the finished hem using seam gauge; mark with chalk, pins, or pencil (Figures 6 and 7)

FIGURE 6

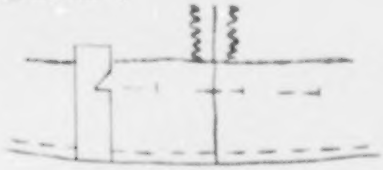
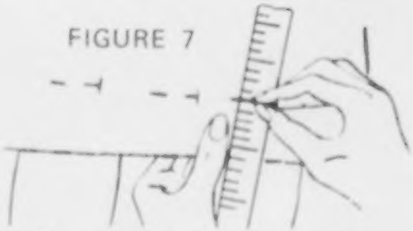


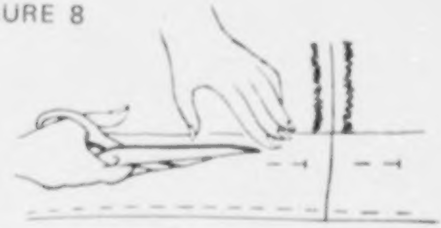
FIGURE 7



J. Cut along the marked line of hem allowance (Figure 8)

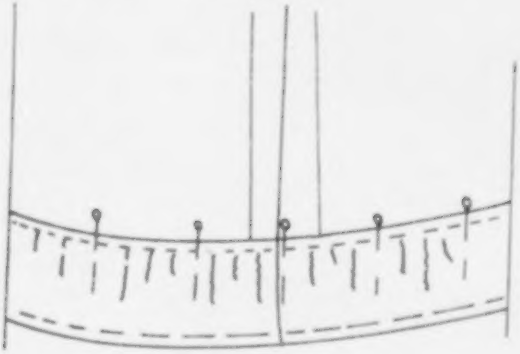
(NOTE: BE CAREFUL not to cut into the garment itself!)

FIGURE 8



K. Ease in any fullness in a curved hem (Figure 9)

FIGURE 9

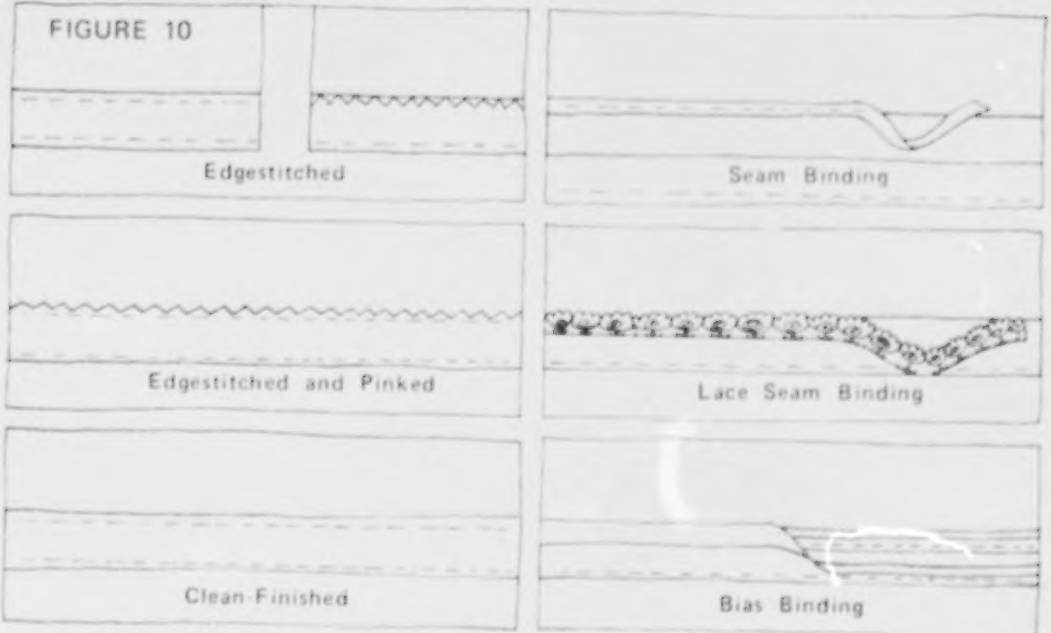


JOB SHEET #10

L. Select appropriate finish for raw edge (Figure 10)

Examples:

FIGURE 10



Edgestitched

Seam Binding

Edgestitched and Pinked

Lace Seam Binding

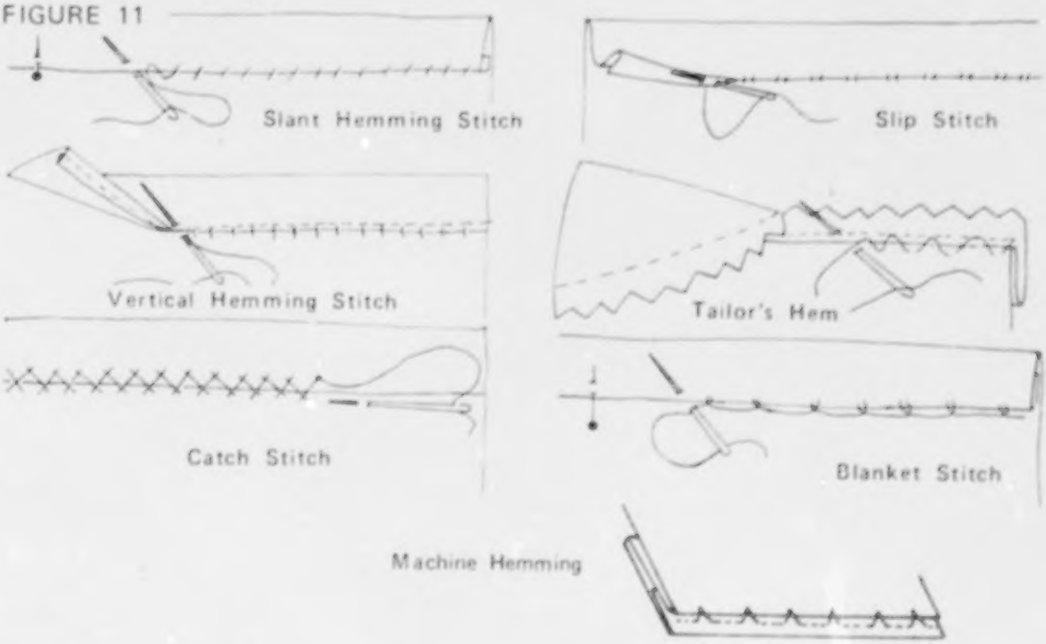
Clean Finished

Bias Binding

M. Select hem stitch to complete (Figure 11)

Examples:

FIGURE 11



Slant Hemming Stitch

Slip Stitch

Vertical Hemming Stitch

Tailor's Hem

Catch Stitch

Blanket Stitch

Machine Hemming

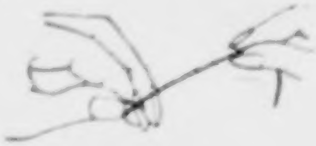
JOB SHEET #10

N. Make a knot in thread for hand sewing

(NOTE: Length of thread from fingertip to elbow is a good guide!)

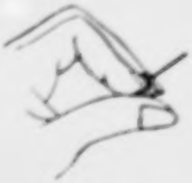
1. Cut thread approximately 27 cm (32 in)
2. Wind the thread around the end of the index finger (Figure 12)

FIGURE 12



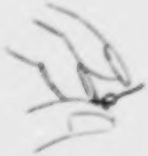
3. Roll the thread tight between the thumb and first finger (Figure 13)

FIGURE 13



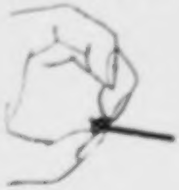
4. Slip the loop off the end of the finger (Figure 14)

FIGURE 14



5. Make a small knot by drawing the thread tight (Figure 15)

FIGURE 15



O. Complete hem stitching

P. Press hem

BASIC SEWING TECHNIQUES
UNIT IV

TEST

NAME______________________________ SCORE____________________

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

______a. Way each pattern piece is placed on fabric for pinning and cutting

______b. Finished edge along the length of the fabric

______c. Threads running at a slant; corners of fabric will not meet without wrinkling

______d. Special symbols used as guides when working with pattern

______e. Arrangement of threads in a woven fabric

______f. Description of fabric threads that are carefully woven and running at 45° angles

______g. Printed sheet that is included with each pattern and contains general information about the pattern, how to use it, instructions for cutting, and instructions for sewing the garment

______h. Treat fabrics before cutting and sewing so that the size of a finished project will not change by washing or dry cleaning

1. Guidesheet
2. Pattern markings
3. Layout
4. Grain
5. Off-grain
6. On-grain
7. Preshrink
8. Selvage

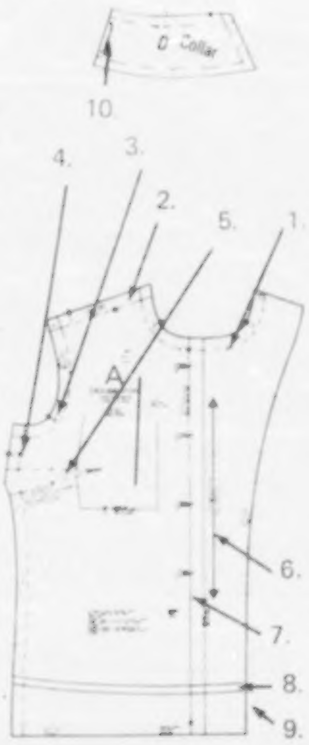
2. Name three types of information contained on pattern guidesheet.

a. ____

b. ____

c. ____

3. Match the pattern markings on the illustration on the right to their correct uses. Place the appropriate numbers in the blanks provided.



______a. Shows center front, hem lines, and place trims and pockets

______b. Diamond-shaped symbol along cutting line which aids in joining pattern pieces

______c. Shows proper places to make alterations

______d. Aids in matching seams and in other construction details

______e. Indicates stitching line; usually 1.5 cm (5/8") inside cutting line; aids in joining pattern pieces

______f. Indicates fold line for dart

______g. Indicates the direction in which the pieces should be stitched to prevent distortion of fabric grain

______h. Used to place pattern pieces on the straight grain of fabric

______i. Shows where to cut the fabric to which the pattern pieces have been pinned

______j. Indicates placement of pattern on fold of fabric

4. Complete garment fact sheet.

5. Demonstrate the ability to:

   a. Prepare pattern for layout.
   b. Prepare fabric for cutting.
   c. Pin pattern to fabric.
   d. Cut garment pieces.
   e. Make pattern markings.
   f. Stitch and press darts.
   g. Apply zipper.

h. Clean-finish facing edge.

i. Attach facing to garment.

j. Hem garment.

(NOTE: If activities four and five have not been accomplished prior to the test, ask your instructor when they should be completed.)

BASIC SEWING TECHNIQUES
UNIT IV

ANSWERS TO TEST

(NOTE: The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 150.)

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided. (16 points)

   __3__ a. Way each pattern piece is placed on fabric for pinning and cutting

   __8__ b. Finished edge along the length of the fabric

   __5__ c. Threads running at a slant; corners of fabric will not meet without fabric wrinkling

   __2__ d. Special symbols used as guides when working with pattern

   __4__ e. Arrangement of threads in a woven fabric

   __6__ f. Description of fabric threads that are carefully woven and running at 45° angles

   __1__ g. Printed sheet that is included with each pattern and contains general information about the pattern, how to use it, instructions for cutting, and instructions for sewing the garment

   __7__ h. Treat fabrics before cutting and sewing so that the size of a finished project will not change by washing or dry cleaning

   1. Guidesheet
   2. Pattern markings
   3. Layout
   4. Grain
   5. Off-grain
   6. On-grain
   7. Preshrink
   8. Selvage

2. Name three types of information contained in pattern guidesheet. (3 points)

   a. Getting-ready-to-sew instructions

   b. Layout instructions

   c. Sewing instructions

3. Match the pattern markings on the illustration on the right to the correct uses. Place the appropriate numbers in the blanks provided. (20 points)

   __7__ a. Shows center front, hem lines, and placement of trims and pockets

   __3__ b. Diamond-shaped symbol along cutting line which aids in joining pattern pieces

   __8__ c. Shows proper places to make alterations

   __1__ d. Aids in matching seams and in other construction details

   __2__ e. Indicates stitching line; usually 1.5 cm (5/8") inside cutting line; aids in joining pattern pieces

   __5__ f. Indicates fold line for dart

   __4__ g. Indicates the direction in which the pieces should be stitched to prevent distortion of fabric grain

   __6__ h. Used to place pattern pieces on the straight grain of fabric

   __9__ i. Shows where to cut the fabric to which the pattern pieces have been pinned

   __10__ j. Indicates placement of pattern on fold of fabric

4. Complete garment fact sheet. (11 points)

5. Demonstrate the ability to:

   a. Prepare pattern for layout. (5 points)

   b. Prepare fabric for cutting. (5 points)

   c. Pin pattern to fabric. (5 points)

   d. Cut garment pieces. (5 points)

   e. Make pattern markings. (5 points)

   f. Stitch and press darts. (5 points)

   g. Apply zipper. (25 points)

h. Clean-finish facing edge. (10 points)

i. Attach facing to garment. (20 points)

j. Hem garment. (15 points)

(NOTE: Activities four and five should be evaluated to the satisfaction of instructor.)

CLOTHING CARE
UNIT V

UNIT OBJECTIVE

After completion of this unit, the student should be able to care for personal and/or family clothing. This knowledge will evidenced by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with clothing care to the correct definitions.
2. Arrange in order machine laundry steps.
3. Name three factors that affect laundry sorting groups.
4. Classify sorted laundry loads as to proper water temperatures.
5. Match laundry products to the correct definitions/descriptions.
6. Name the three methods of drying clothes.
7. Sort laundry into loads.
8. Prepare clothing for laundry.
9. Remove stains from fabric.
10. Demonstrate the ability to complete hand washing steps.

CLOTHING CARE
UNIT V

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

- A. Provide student with objective sheet.
- B. Provide student with information, assignment, and job sheets.
- C. Discuss unit and specific objectives.
- D. Discuss information and assignment sheets.
- E. Demonstrate procedures outlined in job sheet.

  (NOTE: Show students how to "block" garments.)
- F. Make a display of laundry products and aids.
- G. Show how soaps and detergents make water "wetter" or reduce the surface tension of water enabling it to penetrate fabrics faster and more thoroughly.
  1. Gather together needed supplies: 2 glass measuring cups, warm water (72°C or 100°F), all-purpose detergent, measuring spoons, 2 eye droppers, 1 swatch tightly woven polyester/cotton nonprinted fabric
  2. Fill two glass measuring cups with warm water
  3. Add 1 ml (1/2 t) of an all-purpose detergent to one cup
  4. Mix until the detergent is dissolved
  5. Put one drop of the plain water and one drop of the detergent solution 2.5-5 cm (1-2 in) apart on the fabric swatch
  6. Observe how the droplet of plain water remains in a bead on the surface of the fabric while the droplet of detergent solution spreads out and penetrates into the fabric
  7. Conclusion--Detergent aids penetration of water into the fiber or yarns and spaces between them for easier removal of water soluble soils
- H. Provide students with soiled laundry or cut clothing pictures from catalog to "sort."
- I. Suggest that students be responsible for family laundry as home experience.

J. Demonstrate stain removal procedures.

K. Write stains on 3 x 5 cards; write removal procedures on 3 x 5 cards; pin stains on students' backs; they are to "match" stains and corresponding removal procedures.

(NOTE: Same cards could also be used to play "Concentration" or "Pairs.")

L. Give test.

M. Reteach if necessary.

II. Unit references:

A. Jones, Jan. *Clothing Your Way*. Englewood Cliffs: Prentice-Hall, Inc., 1977.

B. Graef, Judy Lynn, and Strom, Joan Buescher. *Concepts in Clothing*. Dallas: Webster Division/McGraw-Hill Book Company, 1976.

C. Blackwell, Dorothy G. *Doing the Family Wash*. Stillwater: Oklahoma State University.

D. *Lots About Laundering*. Available from Miss Jean Learn; Supervisor, Educational Services; Proctor and Gamble Company; P.O. Box 14009; Cincinnati, Ohio 45214.

(NOTE: Kit contains transparency master, teacher material, and instructions for various laundry procedures.)

III. Additional references:

(NOTE: The following kits contain various items that can be used to supplement this unit.)

A. Maytag Co., Newton, Iowa 50208.

B. U.S. Borax and Chemical Corporation, 3075 Wilshire Blvd., Los Angeles, California 90005.

CLOTHING CARE
UNIT V

INFORMATION SHEET

I. Terms and definitions

  A. Colorfast–Colors capable of being cleaned or washed without fading or "running"

  B. Noncolorfast–Colors that fade or "run" during cleaning or washing

  C. Pretreating–Step taken before garment laundering to treat heavy soil or spots in garments so that they will be removed during the actual washing

  (NOTE: There are a variety of products designed for pretreating.)

  D. Synthetics–Fabrics that are made entirely from chemicals

  Examples: Nylon, polyester, acrylic

  E. Durable press–Chemical finish applied to a fabric to reduce or end the need to press a garment

II. Machine laundry steps

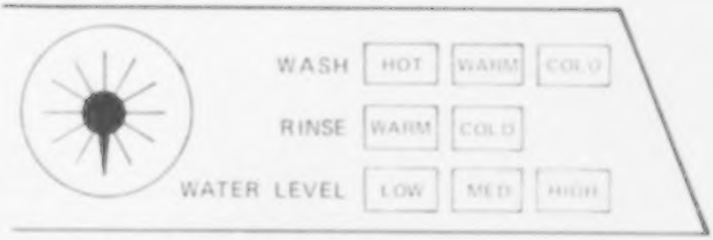
  A. Sort clothes

  B. Pretreat soil areas

  C. Load clothes in machine

  D. Select water temperature

  (NOTE: Wash water temperature is important because it directly affects cleaning, wrinkling, dye stability, and durability of fabric finishes.)



  E. Select detergent and other laundry aids

  F. Dry clothes

INFORMATION SHEET

III. Sorting groups

(NOTE: Clothes should be sorted into groups that can be washed and dried together using the same water temperature, detergent type, and dryer temperature.)

A. Color

Examples: Whites, colorfast colors, noncolorfast colors

B. Soil type

Examples: Light soil, normal soil, greasy or heavy soil

C. Fabric and fabric finish

Examples: Cottons and linens, synthetics and durable-press, delicates

IV. Sorted laundry loads and proper water temperatures

(NOTE: To conserve energy use coolest water temperature possible for desired results.)

A. Hot (96°C or 140°F)

1. Sturdy whites/colorfast pastels
2. Heavily soiled durable-press, wash and wear, and work clothes

B. Warm (72-80°C or 100-110°F)

1. Lightly soiled durable-press or wash and wear
2. Noncolorfast colors
3. Nylons, polyesters, acrylics

C. Cold (62°C or cooler or 80°F or cooler)

1. Very delicate colors and fabrics
2. Very lightly soiled fabrics
3. Washable silks and washable woolens

V. Laundry products

A. Mild detergent--Used for delicate clothes and light soils

B. All purpose/all temperature--Used for general laundry and normal soils

INFORMATION SHEET

C. Cold water detergent--Used for sensitive colors, synthetics, and light soils

D. Heavy duty detergent--Used for heavily soiled clothing and hot water washing

E. Soap--Mild cleaning product usually made from animal fat

(NOTE: Soap will "curdle" in hard water.)

F. Bleach--Used as a strong aid for whitening clothes, removing stains, and disinfecting

(NOTE: Both chlorine and oxygen bleaches can be purchased in liquid or powder form.)

G. Fabric softener--Helps give soft, smooth feeling to clothes, makes ironing easier, and prevents static electricity or clinging of clothes

(NOTE: Fabric softeners are available in liquids, aerosol sprays, and saturated paper products. Check appliance manufacturer's directions to prevent damage!)

H. Starch--Used to give added body to cottons and keep them clean longer

(NOTE: Starch is available in liquid, spray, or powder form. It is added at end of laundry cycle or applied before or during ironing.)

VI. Methods of drying clothes

(NOTE: Some items, like sweaters or knits, need to be dried on a flat surface after washing to prevent shrinking and loss of shape.)

A. Line drying

B. Machine drying

C. Flat drying

CLOTHING CARE
UNIT V

ASSIGNMENT SHEET #1--SORT LAUNDRY INTO LOADS

The purpose of sorting is to separate the items that could in some way damage other garments. Typical separate bundles might include the following:

Sturdy White and Colorfast Items	Non-Colorfast Items	Heavily Soiled Clothes	Delicate Items
Towels Sheets Pillowcases Handkerchiefs Shirts Cotton Underwear Diapers (should be washed alone or with other items of similar soil)	Sport clothes Dresses Blouses Children's playclothes Pajamas Colorful household linens	Work clothes including underwear Playclothes Active-sport clothes Throw rugs	Fragile blouses Lingerie Sheer curtains

ITEMS HAVING A STRONG TENDENCY TO SHED LINT SHOULD BE WASHED SEPARATELY

Using the information sheet and the sorting guide, sort the family wash or laundry provided by your home economics teacher.

CLOTHING CARE
UNIT V

ASSIGNMENT SHEET #2--PREPARE CLOTHING FOR LAUNDRY

Clothing wears and looks better longer when laundry is properly prepared! If some of your clothes have very heavily soiled spots or stains, such as body oils and makeup on collars and cuffs, pretreat those soiled spots before washing the clothes. The soiled areas and stains should be brushed with a thick mixture of detergent and water or a full-strength liquid detergent. Synthetic fabrics and durable-press finishes seem to hold greasy soils more than other fabrics. These may need pretreating often. Many special pretreating spray products are available for heavily soiled areas. Read labels of the products before using them. Some may not be suited to all fabrics.

Even when pretreating is not necessary, there are a few guidelines to follow to prepare clothing for laundry. Using a laundry load from Assignment Sheet #1, check the load according to the following procedure.

1. Mend any rips
2. Remove trims and belts, buttons, and fancy zipper pulls that are not washable
3. Sew on any loose buttons or hooks
4. Close zippers or hooks

   (NOTE: They might snag fabrics if left open.)
5. Tie loose ties or attached belts to prevent tangling
6. Empty pockets and turn them and any pants cuffs inside out; brush away lint and loose dirt
7. Turn wrong side out

CLOTHING CARE
UNIT V

ASSIGNMENT SHEET #3--REMOVE STAINS FROM FABRIC

Survey family, friends, and classmates to find what types of clothing stains are most often a problem to them. Collect clothing that have stains or use scraps of fabrics and "make stains." Use the procedures described on the stain removal chart to remove the stain. The chart is on the following pages.

1. What stains were most common to family, friends, and classmates?

2. What stains were you able to remove when following the procedure described on the chart?

ASSIGNMENT SHEET #3

STAIN REMOVAL GUIDE FOR WASHABLE FABRICS

Chocolate and Cocoa	Soak in cold water. If colored stain remains, pretreat with detergent paste and launder in water as hot as safe for the fabric.
Coffee and Tea	Pour boiling water through taut fabric. Launder in hot water.
Cosmetics	Pretreat with detergent paste. Launder in hot water.
Crayon	Loosen stain with cooking oil. Add detergent, working until outline of stain is removed. Launder.
Egg	Scrape off excess. Soak in cool water and then launder in hot water.
Fruits and Berries	For cherry, peach, pear, and plum stains, soak at once in cool water. For other fruits, pour boiling water through stain. Launder.
Grass and Foliage	Rub detergent paste into stain. If necessary use a mild bleach. Launder in hot water.
Grease and Oil	Scrape off as much grease as possible. Rub detergent paste into stain. Launder in hot water with plenty of detergent.
Ice Cream	Soak in cool water. Then treat with detergent paste. If chocolate or fruit remains, follow directions for those stains.
Ink (ball-point)	Rub white petroleum jelly into stain. Pretreat with detergent paste and launder. If fabric permits, add bleach.
Mildew	Launder in hot water. If possible, dry in the sun.
Mustard	Pretreat with cool water and detergent. Launder.
Perspiration	Pretreat stain with detergent paste. If stain persists, apply ammonia to fresh stain and white vinegar to old stain. Rinse with water and then launder.
Scorch	Pretreat with hot water and detergent. If stain remains, rub with suds. Add bleach if fabric permits. Launder in hot water.

ASSIGNMENT SHEET #3

STAIN REMOVAL GUIDE FOR WASHABLE FABRICS

Blood	While stain is fresh, soak in cold water. Work in detergent paste. Launder in warm water. If the stain persists, soak again with bleach. Relaunder.
Candle Wax and Paraffin	Place the stain between clean white blotters or several layers of facial tissues and press with warm iron. To remove remaining stain, sponge with a dry-cleaning fluid. Rinse and then launder.
Chewing Gum	Harden gum by rubbing it with ice. Scrape off excess with dull knife. If a stain remains, sponge with a dry-cleaning fluid, rinse, and then launder.
Shoe Polish	Scrape off as much as possible. Pretreat with detergent paste and then launder.
Soft Drinks	Sponge immediately with cool water. Launder.
Tomato	Sponge area with cold water. If stain remains, pretreat with detergent paste. Launder in hot water with bleach.

CLOTHING CARE
UNIT V

JOB SHEET #1--COMPLETE HAND WASHING STEPS

(NOTE: Some clothing is made of delicate fabrics, such as silk, sheer nylon, lace, or wool. These should not be washed in a machine. Washing garments by hand may also be a good idea if the item is not colorfast or will fade, causing other garments in the same water to pick up the dye color.)

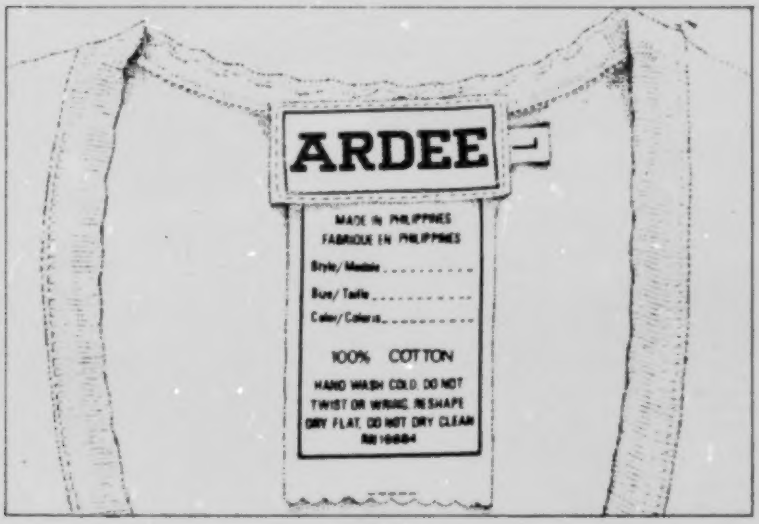
I. Equipment

- A. Soiled garment
- B. Cleaning products
- C. Clean tub or sink
- D. Towel
- E. Nonrust hanger

II. Procedure

- A. Read garment's care label for special washing instructions and warnings (Figure 1)

FIGURE 1


ARDEE
L
MADE IN PHILIPPINES
FABRIQUE EN PHILIPPINES
Style/Modele
Size/Taille
Color/Coloris
100% COTTON
HAND WASH COLD. DO NOT
TWIST OR WRING. RESHAPE
DRY FLAT. DO NOT DRY CLEAN

- B. Select the proper cleaning product or soap that is safe for use on the garment

JOB SHEET #1

C. Remove any nonwashable trims or buttons

Examples: Leather, suede, or wood buttons

D. Pretreat any bad stains or soils with a mild product safe for this purpose

E. Wash garment in a clean tub or bathroom sink

(NOTE: Be sure to use correct water temperature for the fabric and the cleaning product.)

F. Rinse the garment thoroughly

(CAUTION: Do not twist or wring the garment, especially if the care label warns against this.)

G. Dry the garment

1. Lay it flat on a thick, absorbent towel

OR

2. Hang it on a nonrust hanger over a bathtub or shower to catch drips

(NOTE: Inflatable hangers are also available for this purpose.)

OR

3. Tumble dry it gently in a dryer at low heat if the care label suggests this method

CLOTHING CARE
UNIT V

TEST

NAME________________________________ SCORE____________________

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

_____a. Fabrics that are made entirely from chemicals

_____b. Colors capable of being cleaned or washed without fading or "running"

_____c. Step taken before garment laundering to treat heavy soil or spots in garments so that they will be removed during the actual washing

_____d. Chemical finish applied to a fabric to reduce or end the need to press a garment

_____e. Colors that fade or "run" during cleaning or washing

1. Colorfast
2. Noncolorfast
3. Pretreating
4. Synthetics
5. Durable-press

2. Arrange in order machine laundry steps. Place a "1" in front of the first step, a "2" in front of the second step, and so on.

_____a. Select water temperature

_____b. Pretreat soil areas

_____c. Select detergent and other laundry aids

_____d. Sort clothes

_____e. Load clothes in machine

_____f. Dry clothes

3. Name three factors that affect laundry sorting groups.

a. ____

b. ____

c. ____

4. Classify sorted laundry loads as to proper laundry temperatures. Place an "H" for the laundry load requiring hot water, a "W" for the laundry load requiring warm water, and a "C" for the laundry load requiring cold water.

______a. Lightly soiled durable-press or wash and wear

______b. Sturdy whites/colorfast pastels

______c. Nylons, polyesters, acrylics

______d. Noncolorfast colors

______e. Very delicate colors and fabrics

______f. Washable silks and washable woolens

______g. Heavily soiled durable-press, wash and wear, and work clothes

______h. Very lightly soiled fabrics

5. Match the laundry products on the right to the correct definitions/descriptions on the left by placing the appropriate numbers in the blanks provided.

______a. Used for general laundry and normal soils

______b. Helps give soft, smooth feeling to clothes, makes ironing easier, and prevents static electricity or clinging of clothes

______c. Used for sensitive colors, synthetics, and light soils

______d. Used as a strong aid for whitening clothes, removing stains, and disinfecting

______e. Used to give added body to cottons and keeps them clean longer

______f. Mild cleaning product usually made from animal fat

______g. Used for delicate clothes and light soils

______h. Used for heavily soiled clothing and hot water washing

1. Mild detergent
2. All-purpose/all temperature
3. Cold water detergent
4. Heavy duty detergent
5. Soap
6. Bleach
7. Fabric softener
8. Starch

6. Name the three methods of drying clothes.

   a. ____________________

   b. ____________________

   c. ____________________

7. Sort laundry into loads.

8. Prepare clothing for laundry.

9. Remove stains from fabric.

10. Demonstrate the ability to complete hand washing steps.

    (NOTE: If activities 7-10 have not been accomplished prior to the test, ask your instructor when they should be completed.)

CLOTHING CARE
UNIT V

ANSWERS TO TEST

(NOTE: The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided. (10 points)

   4 a. Fabrics that are made entirely from chemicals

   1 b. Colors capable of being cleaned or washed without fading or "running"

   3 c. Step taken before garment laundering to treat heavy soil or spots in garments so that they will be removed during the actual washing

   5 d. Chemical finish applied to a fabric to reduce or end the need to press a garment

   2 e. Colors that fade or "run" during cleaning or washing

   1. Colorfast
   2. Noncolorfast
   3. Pretreating
   4. Synthetics
   5. Durable-press

2. Arrange in order machine laundry steps. Place a "1" in front of the first step, a "2" in front of the second step, and so on. (12 points)

   4 a. Select water temperature

   2 b. Pretreat soil areas

   5 c. Select detergent and other laundry aids

   1 d. Sort clothes

   3 e. Load clothes in machine

   6 f. Dry clothes

3. Name three factors that affect laundry sorting groups. (3 points)

   a. Color

   b. Soil type

   c. Fabric and fabric finish

4. Classify sorted laundry loads as to proper laundry temperatures. Place an "H" for the laundry load requiring hot water, "W" for the laundry load requiring warm water, and "C" for the laundry load requiring cold water. (8 points)

W a. Lightly soiled durable-press or wash and wear

H b. Sturdy whites/colorfast pastels

W c. Nylons, polyesters, acrylics

W d. Noncolorfast colors

C e. Very delicate colors and fabrics

C f. Washable silks and washable woolens

H g. Heavily soiled durable-press, wash and wear, and work clothes

C h. Very lightly soiled fabrics

5. Match the laundry products on the right to the correct definitions/descriptions on the left by placing the appropriate numbers in the blanks provided. (8 points)

2 a. Used for general laundry and normal soils

7 b. Helps give soft, smooth feeling to clothes, makes ironing easier, and prevents static electricity or clinging of clothes

3 c. Used for sensitive colors, synthetics, and light soils

6 d. Used as a strong aid for whitening clothes, removing stains, and disinfecting

8 e. Used to give added body to cottons and keep them clean longer

5 f. Mild cleaning product usually made from animal fat

1 g. Used for delicate clothes and light soils

4 h. Used for heavily soiled clothing and hot water washing

1. Mild detergent
2. All-purpose/all temperature
3. Cold water detergent
4. Heavy duty detergent
5. Soap
6. Bleach
7. Fabric softener
8. Starch

6. Name the three methods of drying clothes. (3 points)
   a. Line drying
   b. Machine drying
   c. Flat drying
7. Sort laundry into loads. (10 points)
8. Prepare clothing for laundry. (15 points)
9. Remove stains from fabric. (15 points)
10. Demonstrate the ability to complete hand washing steps. (16 points)

(NOTE: Activities 7-10 should be evaluated to the satisfaction of the instructor.)

CONSUMER AWARENESS
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to use a shopping plan. This knowledge will be evidenced by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define consumer.
2. Explain consumer awareness.
3. Distinguish between goods and services.
4. Distinguish between consumer responsibilities and consumer rights.
5. Evaluate personal consumer awareness.
6. Record use of consumer information sources.
7. Distinguish between factual and misleading advertising.
8. Use a shopping plan.

CONSUMER AWARENESS
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Discuss unit and specific objectives.

D. Discuss information and assignment sheets.

E. Ask students to react to this statement: "In 1975, representing about 14 percent of the population, teenagers were spending approximately 19 billion dollars annually."

(NOTE: Update this discussion statement as new figures become available.)

F. Discuss how teenagers influence the economy by purchasing clothing fads, grooming aids, entertainment, and the like.

G. Ask students to keep a log or diary of activities for one day. Use this to identify ways they are consumers. Did they list goods and services not identified in the information sheet?

H. Tabulate results from Assignment Sheet #2 to share with class.

I. Show the filmstrip "Let the Buyer Prepare."

J. Sponsor an FHA-HERO poster contest on "Consumer: Rights and Responsibilities." Invite resource people (local merchants, Better Business Bureau employee, representative from consumer affairs, homemaker) to judge. Resource person could also discuss advertising.

K. Have students count number of ads in first twenty pages of any teen magazine to emphasize their impact on economy.

L. Give test.

M. Reteach if necessary.

II. Unit references:

A. Clements, Irene, and Coffey, Judy. *Home Economics I: Basic Core Curriculum.* Stillwater: Oklahoma State Department of Vocational-Technical Education, 1972.

B. *Consumer Education Curriculum Guide for Home Economics Teachers in Louisiana.* Prepared by Bureau of Vocational Education, Home Economics Section; Louisiana State Department of Education; and Vocational Home Economics Education Departments of Louisiana State University, Southeastern Louisiana University, and Southern University, 1976.

C. *Middle School-Junior High Co-Educational Mini Units in Home Economics.* White Bear Lake, Minnesota: Minnesota Instructional Materials Center and Minnesota State Department of Education, 1976.

III. Filmstrips--"Let the Buyer Prepare." Proctor and Gamble Teaching Aids, 2261 Spring Grove Avenue, Cincinnati, Ohio 45214.

CONSUMER AWARENESS
UNIT I

INFORMATION SHEET

I. Consumer Anyone who uses goods and services

II. Consumer awareness

  A. Anyone who uses goods and services is a consumer

  B. Everyone needs to be conscious of his/her role as a consumer in the use of goods and services

  C. Everyone needs to recognize his/her rights and responsibilities as a consumer

III. Goods and services available to consumer (Assignment Sheet #1)

  A. Goods Material possessions to buy and use

  Examples: Clothing, records and tapes, cars and motorcycles, magazines and books, jewelry, furniture, sports equipment, food

  B. Services Action performed for a consumer by an organization or a person

  Examples: Haircut; recreation; entertainment, such as movies, dances, and concerts; auto repair; dry cleaning; dental work

IV. Consumer responsibilities and rights

  A. Consumer responsibilities

    1. To be informed

    2. To make intelligent choices

    3. To follow directions

    4. To make legitimate complaints

    Example: Return product to store where faulty item was purchased; if action is not taken by merchant, write letter to manufacturer

  B. Consumer rights

    1. To be informed

    2. To be heard

INFORMATION SHEET

3. To expect a safe, well-constructed product
4. To expect satisfactory product performance
5. To choose between products
6. To receive correct information about product

CONSUMER AWARENESS
UNIT I

ASSIGNMENT SHEET #1--WHO IS THE CONSUMER???

IS EACH OF US REALLY A CONSUMER? Consider each of the following individuals and explain how each assumes a consumer role. What are examples of goods and services available to each person?

1. A shopper in a store

2. A teenager at the swimming pool

3. A teacher

4. Your friend

5. An infant

ASSIGNMENT SHEET #1

6. A parent or guardian

7. A ninth grade student

CONSUMER AWARENESS
UNIT I

ASSIGNMENT SHEET #2--EVALUATE PERSONAL CONSUMER AWARENESS

In order to become a better consumer we need to look closely at our personal situations. Use the checklist below to become more "conscious" of your sources of income, amount of that income, and your habits and attitudes about spending and saving. Place an "X" in the column to the left that best represents your answer.

(NOTE: Do not write your name on this assignment!)

Yes	No	Sometimes		
____	____	____	1.	Do you have a regular allowance?
			2.	Do you receive
____	____	____		a) $1 to $5 per week?
____	____	____		b) $5 to $10 per week?
____	____	____		c) $10 or more dollars per week?
____	____	____	3.	Do you have enough money for your needs?
____	____	____	4.	Do you earn extra money for services at home?
____	____	____	5.	Do you earn money outside your home?
				If so, what is hourly wage and approximate working hours per week?
____	____	____	6.	Do your parents give you money for personal expenses as needed?
____	____	____	7.	Do you receive money as gifts for birthdays and/or holidays?
____	____	____	8.	Do you borrow money from your parents or other family members?
____	____	____	9.	Do you borrow money from your friends?
____	____	____	10.	Do you promptly repay money you borrow?
____	____	____	11.	Can you resist the spending pressures of friends?
____	____	____	12.	Do you know without looking how much money you have with you now?

ASSIGNMENT SHEET #2

Yes	No	Sometimes		
____	____	____	13.	Does your allowance cover all of your personal expenses, such as lunch, church, and gifts?
____	____	____	14.	Do you plan with your parents how to use your money?
____	____	____	15.	Do you think your parents should know how you spend your money?
____	____	____	16.	Do your parents feel that you spend money foolishly?
____	____	____	17.	Do you have a plan for using your money?
____	____	____	18.	Does this plan limit your freedom of spending?
____	____	____	19.	Do you keep any type of record of the money you spend?
____	____	____	20.	Do you plan ahead for large expenses?
____	____	____	21.	Do you help with the support of your household?
____	____	____	22.	Do you have a regular plan for savings?
____	____	____	23.	Do you have a personal charge account?
____	____	____	24.	Do you charge on your family's charge account?
____	____	____	25.	Are you aware that things used at school are paid for with taxes?
____	____	____	26.	Are you aware that vandalism of public property increases the taxes your parents are required to pay?
____	____	____	27.	Are you considerate of other's property?
____	____	____	28.	Do you avoid buying clothes you can wear only a few times?
____	____	____	29.	Do you feel that teenage boys and girls should share dating expenses?

ASSIGNMENT SHEET #2

Yes	No	Sometimes		
____	____	____	30.	Do you make it a habit of going from store to store to compare quality and price before making a purchase?
____	____	__	31.	Is there someone at home to whom you can go for help with personal money problems?
____	____	____	32.	Do you think it is just as important to know how to spend money as it is to earn it?
____	____	____	33.	Do you know what items must be included in the family budget?
____	____	____	34.	Do you think money spent for recreation is wasted?
____	____	____	35.	Do you use your income to first fulfill your needs?

Adapted from Louisiana Department of Public Education. *Consumer Education Curriculum Guide for Home Economics Teachers in Louisiana.* Bulletin 1171. Baton Rouge, Louisiana, 1970.

CONSUMER AWARENESS
UNIT I

ASSIGNMENT SHEET #3--RECORD USE OF CONSUMER INFORMATION SOURCES

One responsibility of a consumer is to be informed. What sources of information do you use? Think about the last three items you purchased, for example, a record, grooming aid, gasoline, or clothing. **Write the names of the items at the top of the columns on the right.** Using the list on the left, place an "X" under the item to indicate sources that influenced your decision. Compare your record with classmates!

Sources of information that influenced your decision	Item ________	Item ________	Item ________
Newspaper			
Magazine			
Label			
Store display			
Hang tag			
Price tag			
Billboard			
Radio broadcast			
T.V.			
Free sample or trial offer			
Past experience			
Close friend			
Parent			
Someone's advice			
Salesperson			
Teacher or educator			
Government publication			
Consumer publication			

CONSUMER AWARENESS
UNIT I

ASSIGNMENT SHEET #4--DISTINGUISH BETWEEN FACTUAL AND MISLEADING ADVERTISING

Advertising is one way that a consumer can be informed. BEWARE!!! Sift through information contained in three ads. In the space below determine which ads are useful consumer tools.

ADVERTISING oooo
AD RATING SCORE SHEET

AD (description)	(attractive, pleasing, factual)	(facts, nothing but facts)	(no facts, attractive, perhaps misleading)
1			
2			
3			
4			

Used through permission of Louisiana Department of Public Education. *Consumer Education Curriculum Guide for Home Economics Teachers in Louisiana.* Bulletin 1171. Baton Rouge, Louisiana, 1970.

CONSUMER AWARENESS
UNIT I

ASSIGNMENT SHEET #5--USE A SHOPPING PLAN

A wise consumer follows a plan to purchase goods and services. (You need to know what is wanted or needed plus the amount of money that is available to spend before shopping. A shopping plan helps to avoid impulsive buying.) One thing that a smart consumer is aware of is that the type of store can make a difference in prices and services. Select an item you either need or want to purchase and go on a comparison shopping spree. Use the following chart to record your findings.

Examples: Jeans, coat, billfold, jewelry

ASSIGNMENT SHEET #5

Item to purchase ____

WHERE TO BUY?	ADVANTAGES	DISADVANTAGES
DISCOUNT STORE ______________		
DEPARTMENT STORE ______________		
SPECIALTY STORE ______________		
MAIL ORDER CATALOG ______________		

CONSUMER AWARENESS
UNIT I

TEST

NAME ________________________________ SCORE ____________________

1. Define consumer.

____

2. Explain consumer awareness.

____

____

____

____

____

____

3. Distinguish between goods and services by placing an "X" in front of the statement describing "services."

_____a. Action performed for a consumer by an organization or a person

_____b. Material possessions to buy and use

4. Distinguish between consumer responsibilities and consumer rights. Place an "X" in front of those statements describing consumer responsibilities.

_____a. To receive correct information about product

_____b. To be heard

_____c. To be informed

_____d. To choose between products

_____e. To make intelligent choices

_____f. To follow directions

_____g. To expect satisfactory product performance

_____h. To make legitimate complaints

_____i. To expect a safe, well-constructed product

5. Evaluate personal consumer awareness.
6. Record use of consumer information sources.
7. Distinguish between factual and misleading advertising.
8. Use a shopping plan.

(NOTE: If activities 5-8 have not been accomplished prior to the test, ask your instructor when they should be completed.)

CONSUMER AWARENESS
UNIT I

ANSWERS TO TEST

(NOTE: The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

1. Define consumer. (2 points)

   Anyone who uses goods and services

2. Explain consumer awareness. (5 points)

   a. Anyone who uses goods and services is a consumer

   b. Everyone needs to be conscious of his/her role as a consumer in the use of goods and services

   c. Everyone needs to recognize his/her rights and responsibilities as a consumer

3. Distinguish between goods and services by placing an "X" in front of the statement describing "services." (4 points)

   __X__a. Action performed for a consumer by an organization or a person

   _____b. Material possessions to buy and use

4. Distinguish between consumer responsibilities and consumer rights. Place an "X" in front of those statements describing consumer responsibilities. (18 points)

   _____a. To receive correct information about product

   _____b. To be heard

   __X__c. To be informed

   _____d. To choose between products

   __X__e. To make intelligent choices

   __X__f. To follow directions

   _____g. To expect satisfactory product performance

   __X__h. To make legitimate complaints

   _____i. To expect a safe, well-constructed product

5. Evaluate personal consumer awareness. (15 points)
6. Record use of consumer information sources. (15 points)
7. Distinguish between factual and misleading advertising. (15 points)
8. Use a shopping plan. (26 points)

(NOTE: Activities 5-8 should be evaluated to the satisfaction of the instructor.)

CONSUMER DECISION-MAKING
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to use the decision-making process and make a spending plan. This knowledge will be evidenced by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with consumer decision-making to the correct definitions.
2. Match sources of personal income to the correct definitions.
3. Match types of personal income to the correct definitions.
4. Name factors that influence use of personal income.
5. State the goal of a spending plan.
6. Arrange in order decision-making steps.
7. Write a record of personal income and expenditures.
8. Select from a list personal values.
9. Distinguish between values and goals.
10. Distinguish between needs and wants.
11. Determine importance of savings as personal income.
12. Use decision-making process.
13. Make a spending plan.

CONSUMER DECISION-MAKING
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Discuss unit and specific objectives.

D. Discuss information and assignment sheets.

E. Have students complete Assignment Sheet #1 **BEFORE** beginning the unit.

F. Make a chart on chalkboard with these categories.

Recreation Entertainment	Contributions Gifts	Hobbies	School expenses	Snacks and treats	Savings	Clothing

Ask students to recall items purchased for a certain period, e.g., one week or two weeks. Classify. On what items did they spend money most frequently? Estimate costs! Were items for the most part goods or services?

G. Prepare flash cards with items on one side and definitions on the opposite side for objective one.

H. Have students make a list on paper of five items purchased in the last two weeks. Discuss how these purchases reflect personal values. Were these items needs or wants?

I. Ask students to pretend that a storm warning has been issued and each student must leave home for a safe place. Only three items can be taken. What would these choices tell about the individual's values?

J. Have students make a collage of personal goals or personal values. (This could be part of a home experience.)

K. Ask students to compile a list of personal wants and needs at the present time and determine the cost for satisfying these wants and needs. Could a spending plan help to obtain these?

L. Have students bring to class an item considered to be the biggest waste of money. Determine how these mistakes can be avoided using decision-making process.

M. Relate objective six to *Impact* steps and *Encounter*.

N. Brainstorm with students on ways teenagers can earn money.

O. Invite a resource person to report on a hobby that became a money-making project.

P. Cite examples of how care and maintenance of the following items can be sources of real income: grooming supplies, clothes, records or tapes, bicycle.

Q. Plan for each student to bring or wear an item which was acquired by a swap, gift, or hand-down. Share with class how it is a source of real income.

R. Brainstorm on "What People Save." List additional things that teenagers might save.

Examples: Money, energy, odds and ends, and natural resources

S. Discuss or react to one, or several of the following statements:

"A penny saved is a penny earned."
"Dig a well before you are thirsty."
"He that buys what he does not want will soon want what he cannot buy."
"Money is a good servant but a bad master."
"Money is a guarantee that we may have what we want in the future."
"Of saving cometh having."
"Money is like an arm or a leg--use it or lose it."

T. Duplicate copies of Assignment Sheet #5 for students and parents to complete. COMPARE!

U. Use flow chart on Assignment Sheet #7 to make a mobile.

V. Give test.

W. Reteach if necessary.

II. Unit references:

A. Clements, Irene, and Coffey, Judy. *Home Economics I: Basic Core Curriculum.* Stillwater: Oklahoma State Department of Vocational-Technical Education, 1972.

B. *Consumer Education Curriculum Guide for Home Economics Teachers in Louisiana.* Prepared by Vocational Home Economics Education Departments: Louisiana State University; Southeastern Louisiana University; Southern University; Louisiana State Department of Education and Bureau of Vocational Education, Home Economics Section, 1976.

C. *Middle School-Junior High Co-Educational Mini Units in Home Economics.* White Bear Lake, Minnesota: Minnesota Instructional Materials Center and Minnesota State Department of Education, 1976.

CONSUMER DECISION-MAKING
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Decision-making--Considering available alternatives and determining best choice

B. Values--Ideas, beliefs, and feelings that are important to us and influence what we do

(NOTE: Values serve as guides in developing goals.)

C. Goals--Aims toward which an individual works

D. Short-term goals--Aims that are set for the near future, e.g. today, tomorrow, this week, this month

E. Long-range goals--Aims that may not be reached for years

F. Wants--Desires, NOT necessities

G. Needs--Items one is unable to live without

Examples: Food, clothing, shelter

H. Resources--All the ways and/or means used to obtain needs and wants

(NOTE: Resources are limited while wants may seem unlimited.)

I. Alternatives--Any of two or more ideas from which a choice must be made

(NOTE: The more skills and knowledge one accumulates the more alternatives one has in decision-making.)

II. Sources of personal income

A. Allowance--Definite amount of money which is received on a regular schedule

Example: $5.00 per week

B. Wage (earnings)--Amount of money received for employment

C. Dole--Money given from the family income when asked

D. Gift--Present of money, service, or item that could be purchased with money

INFORMATION SHEET

III. Types of personal income

  A. Money–Actual dollars and cents derived from earnings (wages), gifts, allowances, and doles

  B. Non-money income–Goods and services one produces for own use or receives in exchange for work

  Examples: Swaps, gifts, and hand-down items; care of personal property; use of public services, e.g. library; knowledge and skills

  C. Savings–Money put aside from present income for use sometime in the future (Assignment Sheet #6)

IV. Factors that influence use of personal income

  A. Values (Assignment Sheets #2, #3, and #4)

  Examples: Health (physical strength and vigor), wealth, close family ties, social prestige, popularity, spirituality, education, freedom, independence, beauty, friendship, honesty, security

  B. Goals (short and long-term) (Assignment Sheet #4)

  Examples: Increase of strength through exercise, savings plan, vacation plans, efforts to make friends, plans for new school clothes, weekly church attendance

  C. Amount of income

  D. Wants (Assignment Sheet #5)

  E. Needs (Assignment Sheet #5)

  F. Resources

  Examples: Time, energy, ability, skills, knowledge, tools, and money

  G. Ability to make satisfying decisions (Assignment Sheet #7)

  H. Family and friends

  I. Community

V. Goal of a spending plan–Managing resources (time, money, talents) in a positive way

INFORMATION SHEET

VI. Decision-making steps (Assignment Sheet #7)

- A. State or define the problem (know what you have to make decision about)
- B. Get the facts
- C. Consider resources
- D. Consider alternatives

  (CAUTION: Be sure to consider consequences of each alternative.)
- E. Relate problem to personal goals and values (Assignment Sheets #3 and #4)
- F. Make a decision
- G. Act
- H. Evaluate the results

CONSUMER DECISION-MAKING
UNIT II

ASSIGNMENT SHEET #1--WRITE A RECORD OF PERSONAL INCOME AND EXPENDITURES

(NOTE: Keep this record of dollars that "pass through your hands" for the length of time that your teacher suggests, e.g. one week or two weeks. Your teacher may ask for you to complete this activity BEFORE you study the unit.)

MY SPENDING RECORD

Date	Item	Money Spent

CONSUMER DECISION-MAKING
UNIT II

ASSIGNMENT SHEET #2--VALUES!

What is the value in each situation listed below?

1. The Stones are the parents of two teenage children. The teenagers are encouraged to suggest ideas for a summer vacation planned for the family.

   VALUE ______________________________

2. Sheila and Bob are brother and sister who share a common interest in music. They have many records by popular singers. They do not borrow records from each other without permission.

   VALUE ______________________________

3. Ivan receives a weekly allowance of $5. He spends over half of his allowance on books.

   VALUE ______________________________

4. C.D. drives up to a filling station for gasoline. The service attendant returns the change. On counting the money, C.D. discovers that there is too much money. C.D. returns the money.

   VALUE ______________________________

5. A.J. has gained 20 pounds over the summer. A.J. decides to enroll in an exercise class at a local gym to reduce.

   VALUE ______________________________

CONSUMER DECISION MAKING
UNIT II

ASSIGNMENT SHEET #3–SELECT FROM A LIST PERSONAL VALUES

"WHAT MAKES YOU TICK???"

Check your responses.

I value . . .

______ a happy family

______ independence

______ close friends

______ honesty

______ a large savings account

______ natural resources

______ a very fast car

______ smoking

______ safety

______ good health

______ good looks

______ sunlight

______ water

______ my religion

______ children

______ leisure time

______ being able to participate in many activities

______ a large vocabulary

______ education

______ popularity

______ freedom to choose

______ spectator sports

______ participating in sports

______ walking

______ bicycling

______ reading

Write below any other ideas, ideals, objects, or persons that you value.

Adapated from U.S. Government Printing Office. *Consumer Education Curriculum Modules: A Spiral-Process Approach, Part II: Valuing Process.* Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 1974.

ASSIGNMENT SHEET #3

Suppose that your family has lost all its clothing in a fire and you must buy an entirely new wardrobe. Your share of the insurance settlement is $150 and your father has promised you another $100 to spend on clothing in six months. Use a catalog to obtain prices and pictures to show what items you would buy now and what items you would buy six months later. List the items and prices below and answer the questions. Paste the pictures of the clothing to a separate sheet and number each item to correspond to your list on this page.

ITEMS TO BE PURCHASED NOW	
Item	Price

ITEMS TO BE PURCHASED LATER	
Item	Price

The factors I considered in choosing these items are (my activities, likes and dislikes, cost, etc.):

The values that are reflected in my choices are:

CONSUMER DECISION-MAKING
UNIT II

ASSIGNMENT SHEET #4-DISTINGUISH BETWEEN VALUES AND GOALS

Read the following story and answer the questions on the next page.

Last month the company for which Mr. Adams is employed as an electrical engineer moved. Mr. Adams transferred and moved to a town near the new plant. After years in the city, Mr. Adams is looking forward to spring when he can start a small vegetable and flower garden.

Kevin, the eldest of three children, lives at home but commutes 50 miles (round trip) to college. Mr. Adams hoped that Kevin would study engineering but Kevin's ambition is eventually to run his own business and be his "own man." Currently he is looking for a student job so that he can earn enough for his room and board on campus.

Kevin's sister, Kenda, sings in the high school glee club and church choir and belongs to drama club. Tomorrow she will try out for the singing lead in the Christmas pageant. Kenda hopes to earn a scholarship to a large university that has a good drama department. Frequently she babysits and on Saturday is a salesclerk in a clothing store. She loves pretty clothes and although she manages to save toward her education, she has her eye on a red pantsuit for the holidays.

The Adams family has an 18-month-old baby, Kathy. When she is old enough for nursery school, Mrs. Adams plans to teach again so the family can afford a second car and allow both Mr. and Mrs. Adams more freedom. Today a neighbor is taking Mrs. Adams to shop for new kitchen curtains.

ASSIGNMENT SHEET #4

1. a. Name at least three values that this family holds (either individually or as a whole family).

   b. Explain why you believe each of your choices is a value.

2. a. Name at least three short-term and three long-term goals among family members.

Short-term	Long term

   b. Explain why each of your choices is either short-term or long-term.

3. a. Name at least three of your short-term goals.

   b. Name at least three of your long-term goals.

   c. How do these goals relate to your values? In other words, how is what you want (goals) influenced by what you believe or feel (values)?

CONSUMER DECISION-MAKING
UNIT II

ASSIGNMENT SHEET #5--DISTINGUISH BETWEEN NEEDS AND WANTS

In the column to the left list what you considered important when you were young. In the column to the right, list what you consider important today.

FINEST TREAT

Very Young	Teenager

Have your desires (wants) changed over the years? ____________________

If so, when and why? ________________________________

____

____

____

Do you think they will continue to change? Why? ____________________

____

____

____

ASSIGNMENT SHEET #5

Listed below are some items purchased by the teenage consumer. Determine if the item is a need or a want for you. Put an "N" if the item is a need and put a "W" if the item is a want.

1. _______ Lunch
2. _______ Movies
3. _______ Club dues
4. _______ School supplies
5. _______ Deodorant
6. _______ Shoes
7. _______ Hair cut
8. _______ Hobbies
9. _______ Blue jeans
10. _______ Football games
11. _______ Gum
12. _______ Shampoo
13. _______ Radio
14. _______ Cologne
15. _______ Concerts

Classify purchases you have made during one week under the two categories listed below.

WANTS	NEEDS

List purchases you would exchange if you could and give reasons for your decisions.

PURCHASES	REASONS

CONSUMER DECISION-MAKING
UNIT II

ASSIGNMENT SHEET #6--DETERMINE IMPORTANCE OF SAVINGS AS PERSONAL INCOME

"Once There Was a Grasshopper"
or
"Is It Really Important To Save?"

Once there was a grasshopper. The ants spent all summer and fall collecting food which they placed in secure hideouts. The grasshopper played all day long and laughed as he watched the ants work hard saving food for the winter. When the long winter set in, the ants had enough food to last them through the spring. They had plenty to eat. The grasshopper, however, slowly starved to death wishing he hadn't wasted his time laughing and playing.

Did you admire the grasshopper or the ants the most? Why?

Many of us can be compared to the grasshopper. For some, tomorrow never comes and saving for a rainy day is just another ridiculous saying. These people do not like to save. Saving is such a chore! In fact, some of them say they just cannot possibly save on what they earn.

1. How important is it to save?

   (NOTE: This is a question which ONLY YOU can answer.)

2. What are some reasons you have heard people give for saving?

CONSUMER DECISION-MAKING
UNIT II

ASSIGNMENT SHEET #7--USE DECISION-MAKING PROCESS

Ideally, decision-making is a process that demands conscious awareness of one's values, goals, and resources. In other words, what you believe (values) helps determine what you work toward (goals). Furthermore, how you use what you have (resources) affects reaching your goals.

Read the situations below and use the chart to indicate the "steps" involved in the decision-making process!

1. Sheila is a ninth grader looking forward to participating in school activities. FHA, cheerleading, and competitive sports are some of the extracurricular activities offered at the school. Sheila has an after-school job that she enjoys. She has been saving her money for a new stereo.

2. Ed has located a used bicycle that requires minor repairs. He has been saving his money but is $15 short of the sale price.

3. Karen has been putting aside part of her allowance for her birthday that is next month. Her best friend, Betty, comes over to show her the jeans that she just purchased. Betty is going to wear the jeans to the first school football game.

4. Mike and his sister have been doing odd jobs in their neighborhood to raise the money for a new TV. Together they have shopped around and found a black and white TV at a local store. Jack visits a friend who has just received a color TV for his birthday.

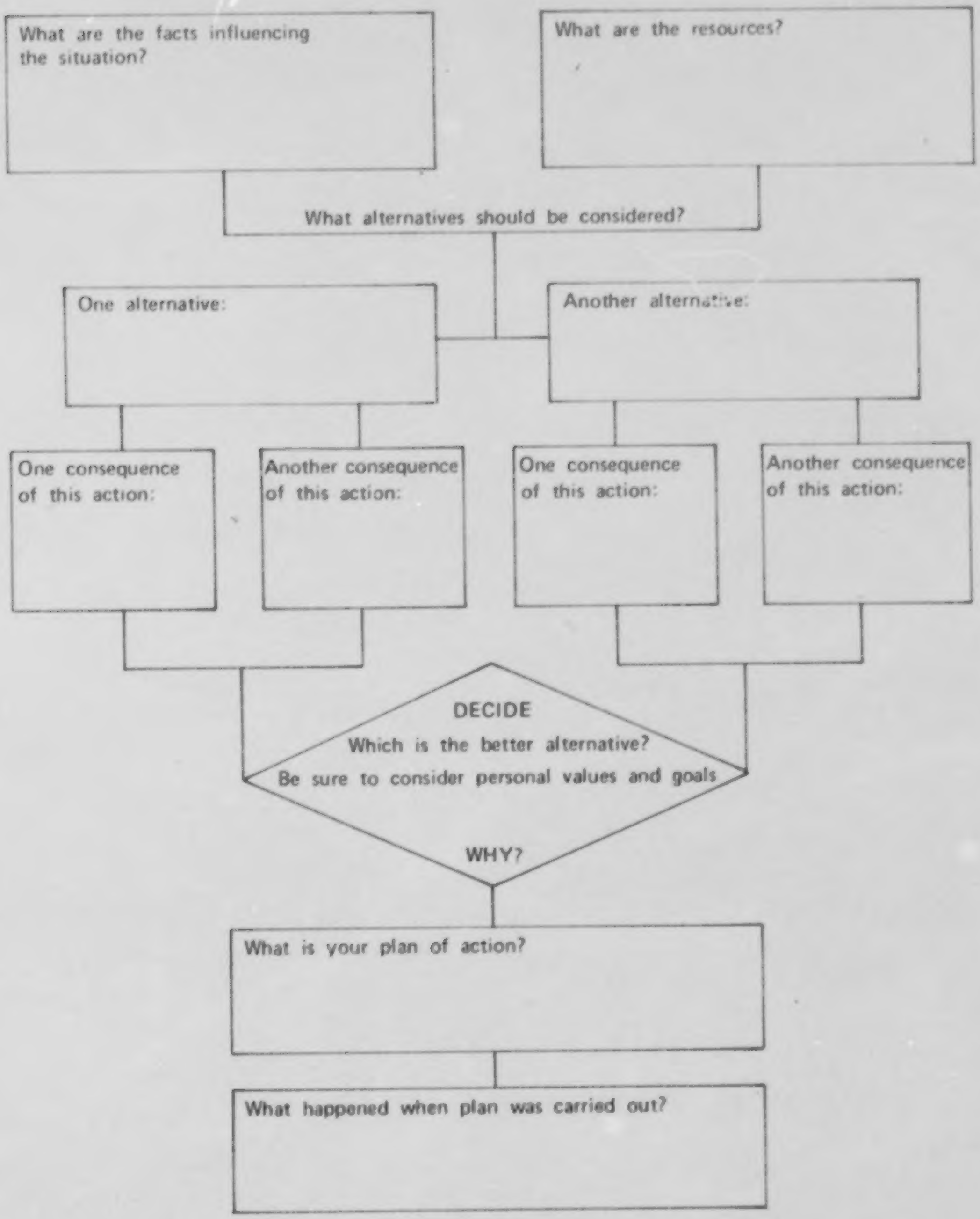
ASSIGNMENT SHEET #7

STEPS	STORY I	STORY II	STORY III	STORY IV
STATE THE PROBLEM				
GET THE FACTS				
CONSIDER RESOURCES				
CONSIDER ALTERNATIVES				
MAKE DECISION				
ACT ON DECISION				
EVALUATE RESULTS				

ASSIGNMENT SHEET #7

Using the decision making process tends to be "easier" when it's someone else's problem. NOW, use this same process in a personal situation. Write the information requested within each box.

State decision-making problem: ________________________________


What are the facts influencing the situation?
What are the resources?
What alternatives should be considered?
One alternative:
Another alternative:
One consequence of this action:
Another consequence of this action:
One consequence of this action:
Another consequence of this action:
DECIDE
Which is the better alternative?
Be sure to consider personal values and goals
WHY?
What is your plan of action?
What happened when plan was carried out?

ASSIGNMENT SHEET #7

CRITERIA TO EVALUATE DECISION-MAKING PROCESS

1. Was my decision a good one? Why or why not?

2. Is the course of action I decided on worth the resources I will have to use?

3. What have I learned? Where can I use these ideas again?

4. How near have I come toward attaining my goal?

5. What might have been the result if I had chosen another course of action?

6. Now that I have made my choice, am I happy with it?

7. Did other people profit from my decision, or was I somewhat selfish?

8. Did I use my resources in the most effective ways?

9. Did I reach the standard I wanted to reach and is it in keeping with what I think is really most important?

Adapted from Louisiana State Department of Education. *Consumer Education for Home Economics*, Bulletin No. 1171. Baton Rouge, Louisiana, 1970.

CONSUMER DECISION-MAKING
UNIT II

ASSIGNMENT SHEET #8–MAKE A SPENDING PLAN

A spending plan can have many benefits. For instance, a spending plan helps you know where money is going so you can make future plans. A spending plan should indicate personal income. A spending plan should show how much money is required for living (fixed and flexible expenses) and how much money is available for new expenses. Provisions for emergencies and special goals should also be included in spending plan. Most of all a spending plan helps keep you conscious of limiting spending to income.

	Week of:		Week of:		Week of:	
	Planned	Spent	Planned	Spent	Planned	Spent
INCOME allowance wage dole gifts						
FIXED COSTS lunches transportation dues other						
FLEXIBLE COSTS contributions savings entertainment						

ASSIGNMENT SHEET #8

	Week of:		Week of:		Week of:	
	Planned	Spent	Planned	Spent	Planned	Spent
FLEXIBLE COSTS snacks reading material gifts personal aids clothing other						
TOTALS						

Homemaking Research Laboratories. Teacher's Resource Unit on Consumer Education. Tony, Wisconsin: Homemaking Research Laboratories, 1970.

CONSUMER DECISION-MAKING
UNIT II

ANSWERS TO ASSIGNMENT SHEET #2

(NOTE: Evaluate this assignment sheet to your satisfaction. These are suggested answers.)

1. Close family ties and independence
2. Close family ties and respect for property of others
3. Education
4. Honesty
5. Health

CONSUMER DECISION-MAKING
UNIT II

TEST

NAME ________________________________ SCORE ____________________

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

______a. Any of two or more ideas from which a choice must be made

______b. Aims that are set for the near future, e.g. today, tomorrow, this week, this month

______c. Desires, NOT necessities

______d. Aims toward which an individual works

______e. Considering available alternatives and determining best choice

______f. Items one is unable to live without

______g. All the ways and/or means used to obtain needs and wants

______h. Ideas, beliefs, and feelings that are important to us and influence what we do

______i. Aims that may not be reached for years

1. Needs
2. Short-term goals
3. Values
4. Alternatives
5. Resources
6. Decision-making
7. Long-range goals
8. Wants
9. Goals

2. Match the sources of personal income on the right to the correct definitions.

______a. Money given from the family income when asked

______b. Definite amount of money which is received on a regular schedule

______c. Amount of money received for employment

______d. Present of money, service, or item that could be purchased with money

1. Gift
2. Wage (earnings)
3. Dole
4. Allowance

3. Match the types of personal income on the right to the correct definitions.

______a. Goods and services one produces for own use or receives in exchange for work

______b. Actual dollars and cents derived from earnings (wages), gifts, allowances, and doles

______c. Money put aside from present income for use sometime in the future

1. Non-money income
2. Savings
3. Money

4. Name four factors that influence use of personal income.

a. ____

b. ____

c. ____

d. ____

5. State the goal of a spending plan.

____

____

6. Arrange in order the following decision-making steps. Place a "1" in front of the first step, a "2" in front of the second, and so on.

______a. Act

______b. Consider resources

______c. Relate problem to personal values and goals

______d. Evaluate the results

______e. Get the facts

______f. State or define problem (know what you have to make decision about)

______g. Consider alternatives

______h. Make a decision

7. Write a record of personal income and expenditures.

8. Select from a list personal values.

9. Distinguish between values and goals.

10. Distinguish between needs and wants.

11. Determine importance of savings as personal income.

12. Use decision-making process.

13. Make a spending plan.

(NOTE: If activities 7-13 have not been accomplished prior to the test, ask the instructor when they should be completed.)

CONSUMER DECISION-MAKING
UNIT II

ANSWERS TO TEST

(NOTE: The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 150.)

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks. (18 points)

   __4__ a. Any of two or more ideas from which a choice must be made
   __2__ b. Aims that are set for the near future, e.g. today, tomorrow, this week, this month
   __8__ c. Desires, NOT necessities
   __9__ d. Aims toward which an individual works
   __6__ e. Considering available alternatives and determining best choice
   __1__ f. Items one is unable to live without
   __5__ g. All the ways and/or means used to obtain needs and wants
   __3__ h. Ideas, beliefs, and feelings that are important to us and influence what we do
   __7__ i. Aims that may not be reached for years

   1. Needs
   2. Short-term goals
   3. Values
   4. Alternatives
   5. Resources
   6. Decision-making
   7. Long-range goals
   8. Wants
   9. Goals

2. Match the sources of personal income on the right to the correct definitions. (8 points)

   __3__ a. Money given from the family income when asked
   __4__ b. Definite amount of money which is received on a regular schedule
   __2__ c. Amount of money received for employment
   __1__ d. Present of money, service, or item that could be purchased with money

   1. Gift
   2. Wage (earnings)
   3. Dole
   4. Allowance

3 Match the types of personal income on the right to the correct definitions. (6 points)

1 a. Goods and services one produces for own use or receives in exchange for work

3 b. Actual dollars and cents derived from earnings (wages), gifts, allowances, and doles

2 c. Money put aside from present income for use sometime in the future

1. Non-money income
2. Savings
3. Money

4. Name four factors that influence use of personal income. (4 points)

(NOTE: Any four of the following are acceptable.)

a. Values

b. Goals (short and long-term)

c. Amount of income

d. Wants

e. Needs

f. Resources

g. Ability to make satisfying decisions

h. Family and friends

i. Community

5. State the goal of a spending plan. (2 points)

Managing resources (time, money, talents) in a positive way

6. Arrange in order the following decision-making steps. Place a "1" in front of the first step, a "2" in front of the second, and so on. (16 points)

7 a. Act

3 b. Consider resources

5 c. Relate problem to personal values and goals

8 d. Evaluate the results

__2__ e. Get the facts

__1__ f. State or define problem (know what you have to make decision about)

__4__ g. Consider alternatives

__6__ h. Make a decision

7. Write a record of personal income and expenditures. (6 points)
8. Select from a list personal values. (10 points)
9. Distinguish between values and goals. (15 points)
10. Distinguish between needs and wants. (15 points)
11. Determine importance of savings as personal income. (5 points)
12. Use decision-making process. (20 points)
13. Make a spending plan. (25 points)

(NOTE: Activities 7-13 should be evaluated to the satisfaction of the instructor.)

FOOD HABITS, EXERCISE, AND GOOD HEALTH
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to evaluate personal food habits, determine desirable weight, and make an exercise plan. This knowledge will be evidenced by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with food habits, exercise, and good health to the correct definitions.
2. Name factors which influence personal food habits.
3. Select from a list personal characteristics affected by food habits.
4. Select from a list individual responsibilities for developing proper family food habits.
5. Name five factors which influence calorie need.
6. Name three hazards of obesity.
7. Distinguish between procedures for weight loss and weight gain.
8. Name four purposes of exercise.
9. Evaluate personal food habits.
10. Determine desirable weight.
11. Make an exercise plan.

FOOD HABITS, EXERCISE, AND GOOD HEALTH
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Discuss unit and specific objectives.

D. Discuss information and assignment sheets.

E. Have students make a record of food products and/or weight reduction products advertised on TV, radio, newspapers, and magazines. Discuss.

Examples: What are the products advertised?
The prices?
The psychology used to persuade you to use the product?
How could you help a friend evaluate what is advertised?

F. Suggest as home experience a research report on food fads or reducing and weight control. Share with class.

G. Suggest as a home experience keeping a dietary record for a period of time. Use this with Assignment Sheet #1.

H. Invite a resource person (homemaker, nutritionist, career person, executive, dietitian, nurse, or doctor) to speak briefly on the relationship of food habits, exercise, and good health; relate to future careers.

I. Have students complete Assignment Sheet #1 before beginning unit. Then, file assignment sheet in students' folders until foods/nutrition study is complete. Return for re-evaluation. Has there been a change?

J. Order filmstrips from additional reference list.

K. Give test.

L. Reteach if necessary.

II. Unit references:

A. Ray, Mary Frey, and Lewis, Evelyn Jones. *Exploring Professional Cooking.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1976.

B. White, Ruth Bennett. *Food and Your Future.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

C. James, Barry. *Call Me Mister.* Bronx, New York: Milady Publishing Corp., 1974.

D. Clements, Irene, and Coffey, Judy. *Home Economics I: Basic Core.* Stillwater: Oklahoma State Department of Vocational-Technical Education, 1972.

III. Films and filmstrips:

A. "Beautifully Naturally." Filmstrip available from Florida Citrus Commission, P.O. Box 148, Lakeland, Florida 33802.

B. "Your Food--Chance or Choice" and "How Food Becomes You." Filmstrips available from Oklahoma Dairy Products Institute, 129 N.W. 44, Oklahoma City, OK.

C. "For Tomorrow We Shall Diet." Available from OSU Audio Film Library, Oklahoma State University, Stillwater, OK 74074.

D. "A Song of Arthur." Film and weight control literature available from Metropolitan Life Insurance Co., 4701 S. Pennsylvania, Oklahoma City, OK.

FOOD HABITS, EXERCISE, AND GOOD HEALTH
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Stamina--Overall ability to resist illness and tiredness

B. Obesity--Excessive body fat; 15-20 percent above height-weight figures

C. Overweight--Weight in excess of normal range; ten percent above the recommended figure for height and weight

(NOTE: This does not necessarily mean fat. It can mean excess lean tissue, as in the case of athletes in training, or excess fluid, as in certain types of diseases.)

D. Calorie--Unit of measure that indicates the amount of energy released from food

(NOTE: Your body needs enough food to provide a certain number of calories each day for energy and heat to keep you warm. If the food you eat contains more calories than you need, your body changes the food to fat, stores it, and you gain weight. If you eat fewer calories than your body needs, your body uses stored fat and you lose weight.)

Example of Daily Calorie Requirements:

Girls, 12-15	2500 calories
Girls, 15-18	2300 calories
Boys, 12-15	3000 calories
Boys, 15-18	3400 calories

E. Desirable weight--Weight at which one looks, feels, and can be at his/her best

F. Metabolism--Continuous process of using food inside the body

II. Factors which influence personal food habits (Assignment Sheet #1)

A. Family

B. Friends

C. Media

Examples: television, magazines, radio, newspapers, billboard

INFORMATION SHEET

- D. Meals
- E. Snacks
- F. Income
- G. Attitude
- H. Values
- I. Geographic location
- J. Climatic conditions
- K. Knowledge
- L. Likes and dislikes
- M. Personal appearance
- N. Involvement in sports
- O. Social status
- P. Advertisement

III. Personal characteristics affected by food habits

- A. Appearance

  Examples: Complexion, hair, nails, skin, teeth, weight, posture

- B. Personality
- C. Performance
- D. Emotions
- E. Energy
- F. Stamina
- G. Health

IV. Individual responsibilities for developing proper family food habits

- A. Set good examples of what to eat
- B. Prepare variety of foods
- C. Encourage family members to try new foods

INFORMATION SHEET

D. Create pleasant atmosphere for mealtime

E. Provide meals which fulfill nutritional needs of family members

V. Factors which influence calorie need (Assignment Sheet #2)

A. Age

B. Body build

C. Activity

D. Sex

E. Metabolism

VI. Hazards of obesity

A. Increased risk of early death

B. Increased risk of disease

Examples: Heart disease, diabetes, high blood pressure

C. Unattractive appearance

(NOTE: Obese people are likely to feel less at ease in social situations, to be discriminated against in getting a job and holding it, to be unhappy with the way they look, unhappy with the difficulty and cost in buying clothes, and being the victim of rude jokes.)

VII. Procedures for weight loss and weight gain (Assignment Sheet #2)

(NOTE: Consult a doctor to learn the general physical health of your body and the best weight for your height, age, and bone structure.)

A. Weight gain

(NOTE: Underweight often results when the food intake does not fully meet the body's energy requirements. An underweight person may often be tired and susceptible to colds and other infections.)

1. Avoid situations that cause nervousness or irritation

2. Reduce calorie requirements by reducing number of activities planned for each day

INFORMATION SHEET

    3. Substitute milk for water
    4. Eat calorie-rich foods
    5. Eat small portions of food (snacks) more often in the day
    6. Drink water, tea, or coffee between rather than with meals

  B. Weight loss

  (NOTE: Overweight is a complicated problem related not only to general eating habits, but also to your family's food customs, your emotions, style of life, and physical health.)

    1. Decrease calorie intake
    2. Eat slowly and chew food well

    (NOTE: Do not finish eating so far ahead of others that you are tempted to take second helpings.)

    3. Begin lunch and dinner with bulky foods
    4. Eat only amount of food at each meal that satisfies
    5. Eat preferably only at mealtime

    (NOTE: Eat low calorie foods for snacks.)

    6. Increase daily exercise

VIII. Purposes of exercise (Assignment Sheet #3)

  A. Stimulates body organs

  B. Increases circulation rate

  C. Maintains good appetite

  D. Improves general appearance and posture

FOOD HABITS, EXERCISE, AND GOOD HEALTH
UNIT I

ASSIGNMENT SHEET #1--EVALUATE PERSONAL FOOD HABITS

A habit is a practice which has been done so frequently that it becomes automatic. Your food choices are largely the result of your eating habits. You have learned these food habits from your family and friends. After completion of this unit, you may decide that some of your food habits need changing. If you do decide this, you will not change overnight into a person bursting with good health. You may notice an increase in energy. However, remember that it took many years to make you as you are now. It will take a while to undo the effects of poor eating habits and to improve your well-being.

Consider what you ate yesterday. Answer the questions below BEFORE beginning this unit. Then, answer the questions AFTER completing the entire food and nutrition section. Does the check sheet show a trend in your food habits?

		Score Yourself	BEFORE	AFTER
Vegetables	1 serving	10		
Deep green or deep yellow vegetables (broccoli, carrots, or other foods rich in vitamin A)	1 serving	10		
Fruit	1 serving	10		
Oranges, grapefruit, tomatoes, or other foods rich in vitamin C	1 serving	10		
Milk and milk products	3-4 servings	10		
Meat, eggs, poultry, fish, peanut butter, or other foods rich in protein	2 servings	10		
Breads or cereal	4 servings	10		
Fats, margarine, butter	1 T	10		
3 balanced meals		20		
	Total	100		

FOOD HABITS, EXERCISE, AND GOOD HEALTH
UNIT I

ASSIGNMENT SHEET #2--DETERMINE DESIRABLE WEIGHT

Managing food habits and calorie intake is one way to maintain desirable weight and to prevent and control overweight.

(NOTE: Obesity is America's "Number One" nutritional problem. At least one person in five is affected, and many of these are poorly nourished.)

Use the height-weight table and "unscientific" tests below to determine your desirable weight.

FEMALES					MALES			
RANGE IN WEIGHT		RANGE IN HEIGHT		AGE	RANGE IN WEIGHT		RANGE IN HEIGHT	
Kilograms	Pounds	Centimeters	Inches	Years	Kilograms	Pounds	Centimeters	Inches
41.2-59.2	82.3-118.3	147.3-160.5	58.0-63.2	13	38.7-56.9	77.4-113.8	145.5-161.8	57.3-63.7
45.7-62.9	91.3-125.7	152.1-164.3	59.9-64.7	14	43.9-64.0	87.8-128.0	151.4-168.7	59.6-66.4
49.4-65.6	98.8-131.2	154.7-166.4	60.9-65.5	15	50.5-71.2	101.1-142.3	158.8-174.5	62.5-68.7
50.9-66.8	101.7-133.5	155.7-166.9	61.3-65.7	16	56.5-75.4	113.0-150.8	163.8-178.0	64.5-70.1
51.8-67.3	103.5-134.5	160.0-167.1	61.4-65.8	17	59.8-78.6	119.5-157.1	166.6-179.8	65.6-70.8

(NOTE: Bone structure affects weight range.)

MIRROR TEST--"Looking at yourself naked in a mirror is often a more reliable guide for estimating obesity than body weight. If you *look* fat, you probably *are* fat."

PINCH TEST--"In persons under 50, at least half of the body fat is found directly under the skin," at locations such as the arms, back, calf of legs, abdomen, and below the shoulder blade. When you pinch the skin and tissue together on the back of the arm and the layer of fold between your fingers is more than one inch, this indicates excessive body fatness. For desirable weight, it should be between one-half to one inch thick. Thickness markedly below one-half inch indicates abnormal thinness.

1. According to the height-weight table, what is your suggested desirable weight?
2. Are you NOW at your desired weight?

   (NOTE: If you are NOT at your desired weight, make a plan to reach it. Weigh yourself before breakfast every four days and keep a record of your weight. Watch your diet and watch your mirror. Decide on exercises you can maintain each day. Remember, if you cheat, it is yourself you are cheating.)

FOOD HABITS, EXERCISE, AND GOOD HEALTH
UNIT I

ASSIGNMENT SHEET #3--MAKE AN EXERCISE PLAN

Exercise is a key factor in maintaining overall good health and desired weight. It is not enough to be concerned with caloric intake. We must be equally concerned with energy output.

Regular exercise adds up collectively to wide benefits. For example, speeding up the blood circulation through exercise burns up fat; eliminates waste products from cell tissues and the body; carries nutrients and oxygen to cell tissues; strengthens all muscle tissue; lessens fatigue and builds physical endurance; and promotes an overall feeling of emotional well-being.

From the exercises diagrammed and described select FOUR WARM-UP EXERCISES, FIVE CONDITIONING EXERCISES, and ONE CIRCULATORY ACTIVITY to make an exercise plan. In the beginning, try to do the minimum number suggested without stopping for any given exercise. As your stamina increases, you will be able to increase the number of repetitions you can do without tiring. Your present physical fitness will determine how quickly you can progress from the minimum number suggested to the maximum number. You should be able to do ten exercises (4 warm-ups, 5 conditioning, 1 circulatory) within the fifteen-minute period for the maximum number suggested for each. It will take you about three months to reach this point.

It is important to chart your progress. Perhaps the easiest way to keep track of your progress is to buy standard 3 x 5 cards on which you can write the ten exercises you select to do in any one week. Then, record the number you do at the beginning of the week and the number you can do at the end of the week.

(NOTE: Do not change your program until you can do the maximum number for any one exercise without stopping.)

SAMPLE CARD

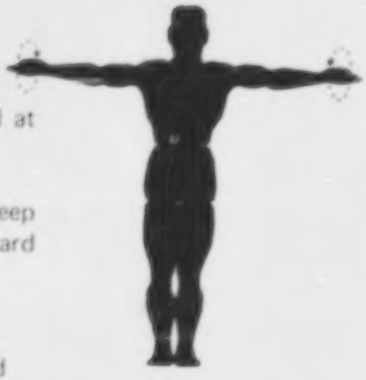
	Week of ________________		
TYPE OF EXERCISE	NAME OF EXERCISE	MONDAY (Beginning)	FRIDAY (Ending)
WARM-UPS	Arm Circles Touch Knees Sitting Stretch Half Knee Bend	10 each Couldn't do Couldn't do 10	20 each 5 each 5 each 10
CONDITIONING	(List 5 of these)		
CIRCULATORY	(List 1 of these)		

ASSIGNMENT SHEET #3

WARM-UP EXERCISES

These exercises prepare the body for greater exertion and reduce the possibility of unnecessary strain. There are two each to limber up and stretch the muscles of the arms, back, waistline, and legs. Select one exercise from each group.

FOR THE ARMS



ARM CIRCLES

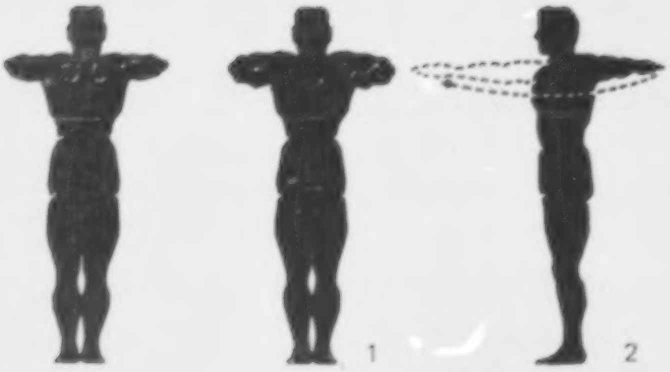
Starting Position: Stand erect, arms extended sideward at shoulder height, palms up.

Motion: Describe small circles, backward, with arms. Keep head erect. Reverse, turn palms down and do small forward circles.

Repetitions: Minimum--5 backward, 5 forward
Maximum--15 backward, 15 forward

ARM STRETCHER

Starting Position: Stand erect, elbows at shoulder height, fists clenched in front of chest.



Motion: Count 1. Thrust elbows backward vigorously without arching back. Keep head erect, elbows shoulder height. Count 2. Extend arms and swing hands forward, out and back at arms length. Repeat.

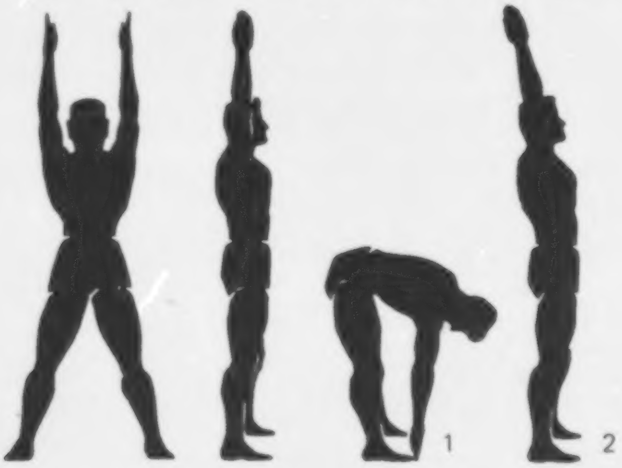
Repetitions: Minimum-- 5 each of counts 1 and 2
Maximum--20 each of counts 1 and 2

ASSIGNMENT SHEET #3

FOR THE BACK

TOE TOUCH

Starting Position: Feet spread apart. Arms extended overhead. Body erect.

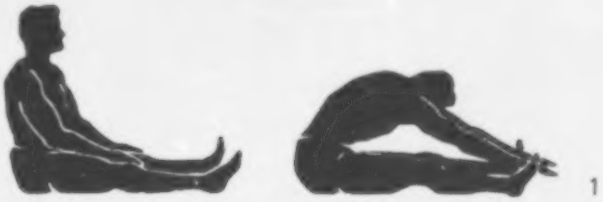


Motion: Count 1. Bend trunk forward and down, keeping knees straight. Touch fingers to toes. Count 2. Return to starting position.

Repetitions:	Minimum-- 5 complete movements Maximum--20 complete movements

SITTING STRETCH

Starting Position: Sit, legs spread apart, hands on knees.



Motion: Count 1. Bend forward at the waist, extending arms forward as far as possible. Count 2. Return to starting position.

Repetitions:	Minimum--10 complete movements Maximum--30 complete movements

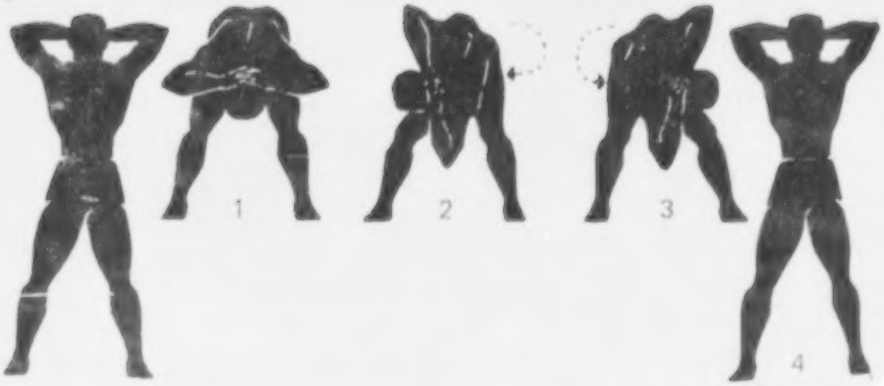
(NOTE: The objective of this exercise is to be able, eventually, to touch the forehead to the floor between the knees.)

ASSIGNMENT SHEET #3

FOR THE WAISTLINE

TOUCH KNEES

Starting Position: Legs apart, body erect. Hands locked together behind head.

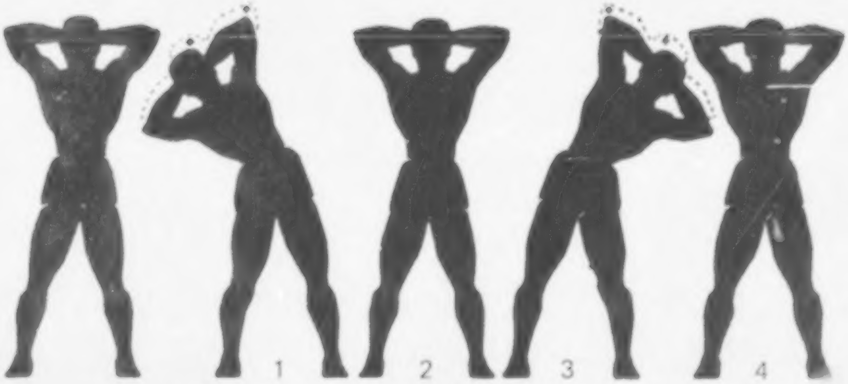


Motion: Count 1. Bend forward from the waistline. Count 2. Touch the right knee with the left elbow. Count 3. Touch the left knee with the right elbow. Count 4. Come up to starting position.

Repetitions: Minumum-- 5 complete movements of 4 counts each
Maximum--20 complete movements of 4 counts each

BODY FLEX

Starting Position: Stand, feet shoulder-width apart, hands behind neck, fingers interlaced.



Motion: Count 1. Bend to the right side, s-t-r-e-t-c-h. Count 2. Straighten torso. Count 3. Bend to the left side, s-t-r-e-t-c-h. Count 4. Come back to starting position.

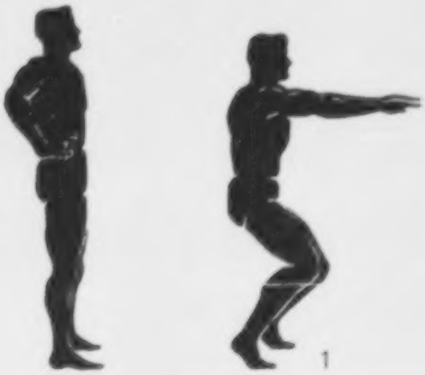
Repetitions: Minumum-- 5 complete movements of 4 counts each
Maximum--20 complete movements of 4 counts each

ASSIGNMENT SHEET #3

FOR THE LEGS

HALF KNEE BEND

Starting Position: Stand erect, hands on hips.

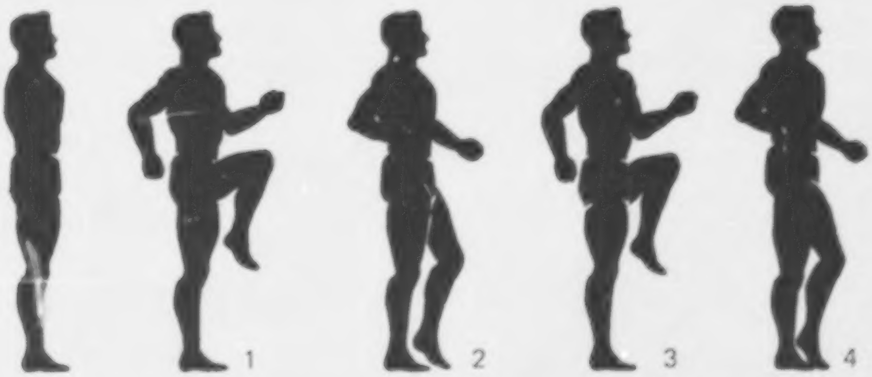


Motion: Count 1. Bend knees halfway while extending arms to shoulder height, palms down. Count 2. Return to starting position.

Repetitions:	Minumum--10 complete movements Maximum--20 complete movements

KNEE LIFT

Starting Position: Stand erect with feet together, arms bent, in running position.



Motion: Count 1. Raise right knee to chest (bend knee). Count 2. Lower right leg. Count 3. Raise left knee to chest. Count 4. Lower left leg.

Repetitions:	Minumum--10 each leg Maximum--20 each leg

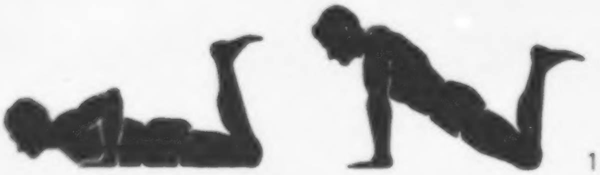
ASSIGNMENT SHEET #3

CONDITIONING EXERCISES

These exercises are systematically planned to tone up the major muscles of the abdomen, back, legs, and arms as well as other groups. Select five.

KNEE PUSHUP

Starting Position: Lie on floor, face down, legs together, knees bent with feet off floor, hands on floor by shoulders, palms down.



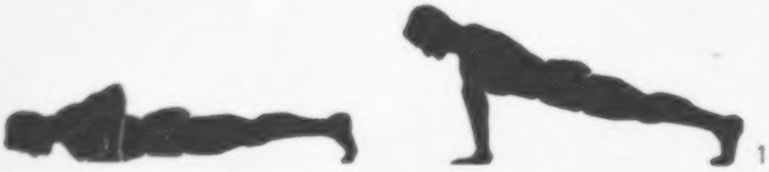
Motion: Count 1. Push upper body off floor until arms are fully extended and body is in straight line from head to knees. Count 2. Return to starting position.

Repetitions:	Minimum-- 5 complete movements Maximum--20 complete movements

(NOTE: This is much easier than the regular pushup and is recommended for those unable to do the regular pushup.)

REGULAR PUSHUP

Starting Position: Lie on floor, face down, legs together, hands on floor under shoulders with fingers pointing straight ahead.



Motion: Count 1. Push body off floor by extending arms, so that weight rests on hands and toes. Count 2. Lower body until chest touches floor.

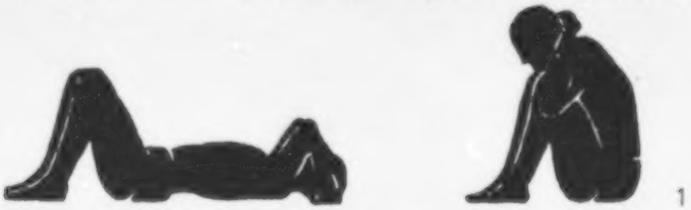
Repetitions:	Minimum-- 4 complete movements Maximum--50 complete movements

(NOTE: Body should be kept in straight line; buttocks should not be raised; abdomen should not sag.)

ASSIGNMENT SHEET #3

SIT UP (ARMS EXTENDED)

Starting Position: Lie on back, legs bent and together, hands clasped behind head.

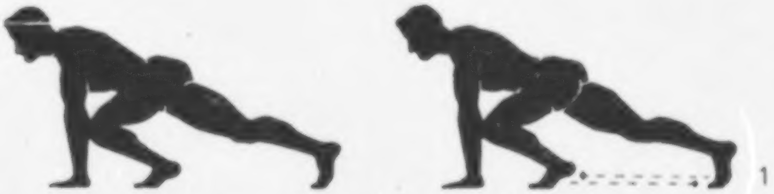


Motion: Count 1. Roll up to sitting position, touching chin to knees. Count 2. Roll back to starting position.

Repetitions:	Minimum-- 5 complete movements Maximum--30 complete movements

THE SPRINTER

Starting Position: Squat, hands on floor, fingers pointed forward, left leg fully extended to the rear.

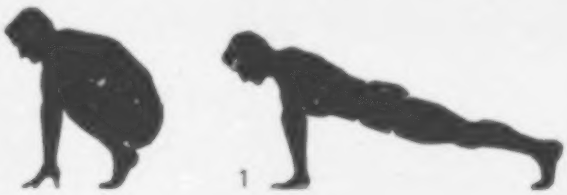


Motion: Count 1. Reverse position of feet in bouncing movement, bringing left foot to hands, extending right leg backward--all in one motion. Count 2. Reverse feet again, returning to starting position.

Repetitions:	Minimum--10 complete movements Maximum--30 complete movements

THE SPRINGER

Starting Position: Squat, hands on floor, fingers pointed forward, knees bent, feet together.



ASSIGNMENT SHEET #3

Motion: Count 1. Keeping hands on floor, spring the legs backward until the body is fully extended, knees straight, weight resting on hands and toes. Count 2. Return to starting position.

Repetitions: Minimum--5 complete movements
Maximum--50 complete movements

PRONE ARCH (FINGERS INTERLACED)

Starting Position: Lie face down, fingers laced behind neck.

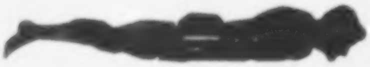
1

Motion: Count 1. Arch back, legs, and chest off the floor. Stay in this position for five slow counts. Count 2. Return to starting position, flat on the floor.

Repetitions: Minimum--5 complete movements
Maximum--30 complete movements

FLUTTER KICK

Starting Position: Lie face down, hands tucked under thighs, palms up.



1

2

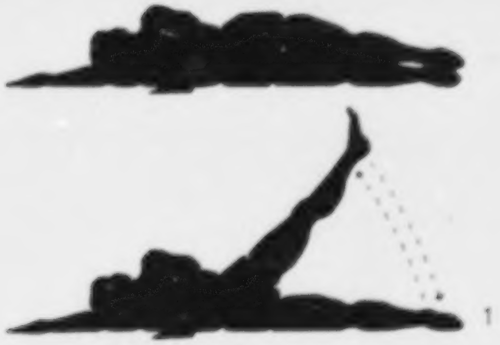
Motion: Arch the back, bringing chest and head up, then flutter kick continuously, moving the legs about 10" apart. Kick from hips with knees slightly bent. Count each kick as one.

Repetitions: Minimum--20 counts
Maximum--50 counts

ASSIGNMENT SHEET #3

SIDE LEG RAISE

Starting Position: Right side of body on floor, head resting on right hand, left hand on floor in front of chest.

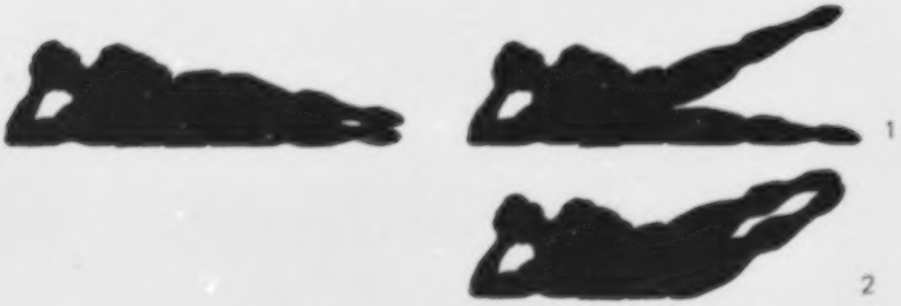


Motion: Whip left leg up and down rapidly, lifting as high as possible off the floor. Count each whip as one. Reverse position and whip right leg up and down.

Repetitions: Minimum--10 each leg
Maximum--30 each leg

ELEVATOR LEG RAISE

Starting Position: Right side of body on floor, head resting on right hand, left hand balancing body in front of chest.



Motion: Raise left leg about 30" off floor and, while keeping it there, slowly raise right leg until toes touch. Slowly lower right leg, keeping left leg up. Repeat on other side.

Repetitions: Minimum--10 each leg
Maximum--30 each leg

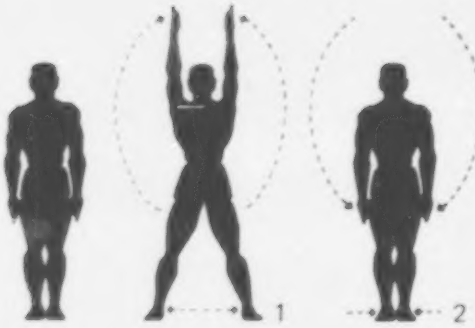
ASSIGNMENT SHEET #3

CIRCULATORY ACTIVITIES

These exercises stimulate and strengthen the circulatory and respiratory systems and increase endurance. Select one of the four to do each day. Vary them as you wish.

STRADDLE HOP

Starting Position: Body erect, feet together, arms at sides.



Motion: Count 1. Jump into the air, flinging arms overhead and spreading legs to land with them apart. Count 2. Jump to starting position.

Repetitions:	Minimum-- 25 complete counts of 2
	Maximum--150 complete counts of 2

A FINAL BIT OF ADVICE

Gradually speeding up, from workout to workout, the rate at which you do each exercise will provide greater stimulation for the circulatory system and will help keep your workouts short. However, each exercise should be performed completely and accurately to insure maximum benefit.

EXPANDING YOUR PHYSICAL WELL-BEING PROGRAM

There are many activities which, if you wish, you may use to supplement your planned exercise program.

WALKING--This deserves special emphasis. Walk every chance you get. Allow extra time to get to the bus, to the store, to meetings, and to other places so you can go, now and then, by footpower. Develop a brisk step, breathe deeply, and swing your arms.

ASSIGNMENT SHEET #3

WATER EXERCISES--If you have access to a pool, swimming is the best all around body conditioner.

SPORTS--There are many excellent conditioning and circulatory activities in which the amount of exertion is easily controlled so that you can progress at your own rate.

Soccer, basketball, handball, squash, ice hockey, and sports that require sustained effort are valuable aids to building circulatory endurance. However, if you are "out-of-shape" it's important to pace yourself carefully in such sports and to stop before you are fatigued.

On days when you get a good workout in sports you can skip all or part of your planned exercise program. Use your own judgment.

Whatever your favorite sport, you will find your enjoyment of it enhanced by the improved physical fitness that is your reward for regular, daily exercise.

Every weekend athlete should invest in frequent workouts at home. Daily workouts get better results than workouts three times a week. If your schedule does not allow for a workout each day, grab every opportunity to improve your fitness. Even a little exercise is better than none.

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FOOD HABITS, EXERCISE, AND GOOD HEALTH
UNIT I

TEST

NAME ______________________________ SCORE ____________________

1. Match terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

_____a. Continuous process of using food inside the body

_____b. Overall ability to resist illness and tiredness

_____c. Weight at which one looks, feels, and can be at his/her best

_____d. Excessive body fat; 15 - 20 percent above height-weight figures

_____e. Unit of measure that indicates the amount of energy released from food

_____f. Weight in excess of normal range; ten percent above the recommended figure for height and weight

1. Calorie
2. Metabolism
3. Overweight
4. Desirable weight
5. Stamina
6. Obesity

2. Name four factors which influence personal food habits.

a. ____

b. ____

c. ____

d. ____

3. Select from the list below personal characteristics affected by food habits. Place an "X" in the appropriate blanks.

_____a. Grades

_____b. Emotions

_____c. Health

_____d. Values

_____e. Appearance

_____f. Personality

_____g. Energy

4. Select from the list below individual responsibilities for developing proper family food habits. Place an "X" in the appropriate blanks.

______a. Prepare variety of foods

______b. Plan 2500 calorie meals to prevent family members from becoming overweight

______c. Set good examples of what to eat

______d. Create pleasant atmosphere for mealtime

______e. Prepare foods that father prefers

______f. Provide meals which fulfill nutritional needs of family members

______g. Encourage family members to try new foods

5. Name five factors which influence calorie need.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

6. Name three hazards of obesity.

a. ______________________________

b. ______________________________

c. ______________________________

7. Distinguish between procedures for weight loss and weight gain. Place an "L" for weight loss and a "G" for weight gain in the appropriate blanks.

______a. Eat calorie-rich foods

______b. Increase daily exercise

______c. Decrease calorie intake

______d. Substitute milk for water

______e. Eat slowly and chew food well

______f. Avoid situations that cause nervousness or irritation

______g. Eat only amount of food at each meal that satisfies _____h. Eat small portions of food (snacks) more often in the day

_____i. Reduce calorie requirements by reducing number of activities planned for each day

_____j. Eat preferably only at mealtime

_____k. Begin lunch and dinner with bulky foods

_____l. Drink water, tea, or coffee between rather than with meals

8. Name four purposes of exercise.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

9. Evaluate personal food habits.

10. Determine desirable weight.

11. Make an exercise plan.

(NOTE: If activities 9-11 have not been accomplished prior to the test, ask your instructor when they should be completed.)

FOOD HABITS, EXERCISE, AND GOOD HEALTH
UNIT I

ANSWERS TO TEST

(NOTE: The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

1. Match terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided. (12 points)

   __2__ a. Continuous process of using food inside the body

   __5__ b. Overall ability to resist illness and tiredness

   __4__ c. Weight at which one looks, feels, and can be at his/her best

   __6__ d. Excessive body fat; 15 - 20 percent above height-weight figures

   __1__ e. Unit of measure that indicates the amount of energy released from food

   __3__ f. Weight in excess of normal range; ten percent above the recommended figure for height and weight

   1. Calorie
   2. Metabolism
   3. Overweight
   4. Desirable weight
   5. Stamina
   6. Obesity

2. Name four factors which influence personal food habits. (4 points)

   (NOTE: Any four of the following will be acceptable.)

   a. Family

   b. Friends

   c. Media

   d. Meals

   e. Snacks

   f. Income

   g. Attitude

   h. Values

   i. Geographic location

   j. Climatic conditions

k. Knowledge

l. Likes and dislikes

m. Personal appearance

n. Involvement in sports

o. Social status

p. Advertisement

3. Select from the list below personal characteristics affected by food habits. Place an "X" in the appropriate blanks. (14 points)

______ a. Grades

__X__ b. Emotions

__X__ c. Health

______ d. Values

__X__ e. Appearance

__X__ f. Personality

__X__ g. Energy

4. Select from the list below individual responsibilities for developing proper family food habits. Place an "X" in the appropriate blanks. (14 points)

__X__ a. Prepare variety of foods

______ b. Plan 2500 calorie meals to prevent family members from becoming overweight

__X__ c. Set good examples of what to eat

__X__ d. Create pleasant atmosphere for mealtime

______ e. Prepare foods that father prefers

__X__ f. Provide meals which fulfill nutritional needs of family members

__X__ g. Encourage family members to try new foods

5. Name five factors which influence calorie need. (5 points)

a. Age

b. Body build

c. Activity

d. Sex

e. Metabolism

6. Name three hazards of obesity. (3 points)

a. Increased risk of early death

b. Increased risk of disease

c. Unattractive appearance

7. Distinguish between procedures for weight loss and weight gain. Place an "L" for weight loss and a "G" for weight gain in the appropriate blanks. (24 points)

__G__ a. Eat calorie-rich foods

__L__ b. Increase daily exercise

__L__ c. Decrease calorie intake

__G__ d. Substitute milk for water

__L__ e. Eat slowly and chew food well

__G__ f. Avoid situations that cause nervousness or irritation

__L__ g. Eat only amount of food at each meal that satisfies

__G__ h. Eat small portions of food (snacks) more often in the day

__G__ i. Reduce calorie requirements by reducing number of activities planned for each day

__L__ j. Eat preferably only at mealtime

__L__ k. Begin lunch and dinner with bulky foods

__G__ l. Drink water, tea, or coffee between rather than with meals

8. Name four purposes of exercise. (4 points)

a. Stimulates body organs

b. Increases circulation rate

c. Maintains good appetite

d. Improves general appearance and posture

9. Evaluate personal food habits. (5 points)

10. Determine desirable weight. (5 points)

11. Make an exercise plan. (10 points)

(NOTE: Activities 9-11 should be evaluated to the satisfaction of the instructor.)

MEAL PLANNING AND TABLE SERVICE
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to evaluate and plan menus and arrange table settings. This knowledge will be evidenced by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with meal planning and table service to the correct definitions.
2. Name four reasons the body needs food.
3. Distinguish between characteristics of good nutrition and poor nutrition.
4. Name the six nutrients.
5. Complete a chart on the basic four food groups.
6. State two goals of menu/meal planning.
7. Name factors to consider in menu/meal planning.
8. Select from a list ways to give a menu variety.
9. Classify food resources according to nutritive value.
10. Evaluate menus.
11. Plan menus.
12. Select tableware needed for given menus.
13. Demonstrate the ability to arrange basic table setting.

MEAL PLANNING AND TABLE SERVICE
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information sheet.

C. Discuss unit and specific objectives.

D. Discuss information, assignment, and job sheets.

E. Provide student with assignment and job sheets.

F. Suggest that student(s) report on articles concerning teenage eating habits or nutrition for a home experience.

G. Have students list menus that they would like to serve for one week. Have them prepare the menu for home experience.

H. Demonstrate planning and preparation of nutritious snacks and explain their part in a balanced diet.

I. Use comparison cards from the National Dairy Council to show relative food values of familiar foods.

(NOTE: Obtain comparison cards and other educational material by writing Oklahoma Dairy Products Institute, 129 N.W. 44, Oklahoma City, Oklahoma.)

J. Invite a resource person (e.g. dietitian, nutritionist) to speak about food service careers and/or importance of good nutrition.

K. Have students collect pictures of menus/meals and tablesettings from magazines. Evaluate these examples in terms of unit information.

L. Provide tableware for students to complete Assignment Sheet #3 and Job Sheet #1. Bring in new patterns if possible. Encourage students to enter china table setting contest.

(NOTE: For information concerning Lennox contest write letter of inquiry on school letterhead to Lennox-China-Crystal, Department H, Trenton, New Jersey 08605.)

M. Check past issues of *Illinois Teacher* for additional teaching techniques.

N. Give test.

O. Reteach if necessary.

II. Unit references:

A. Ray, Mary Frey, and Lewis, Evelyn Jones. *Exploring Professional Cooking*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1970.

B. White, Ruth Bennett. *Food and Your Future*. Englewood Cliffs: Prentice-Hall, Inc., 1972.

C. Medved, Eva. *The World of Food*. Lexington, Massachusetts: Ginn and Company, 1970.

D. Clements, Irene, and Coffey, Judy. *Home Economics I, Basic Core*. Stillwater: Oklahoma State Department of Vocational Technical Education, 1972.

III. Additional references:

A. "Pop and Scan." This card game is available from Pillsbury Co., Pillsbury Bldg., Minneapolis, MN 55402.

B. *Teaching Nutrition Among Disadvantaged Youth and Adults*. Available from Dr. Reba J. Davis, University of Arkansas, Fayetteville, Arkansas 72701.

C. "Food for Life: The Basic Four." Filmstrip kit designed to help teach food consumerism and nutrition. Available from Tupperware Home Parties, Educational Services, Orlando, FL 32802. Cost: $13.50.

D. "Nourish." Card game designed to create an awareness of the nutritional value of food. Instruction booklet gives directions for fourteen different games. Available from Fun with Food, P.O. Box 954, Belmont, CA 94002.

E. *Meal Planning Guide*. Pamphlets available from Office of Consumer Affairs, Grocery Products Division, PET Incorporated, 400 South Fourth Street, St. Louis, MO 63166.

F. *All Pork Needs Is a Little Understanding*. Packet contains educational material plus large chart with nutrients included in this unit. Available from National Pork Council, 4715 Grand Avenue, Des Moines, Iowa 50312.

MEAL PLANNING AND TABLE SERVICE
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Nutrients-Substances in food that help body grow, repair and maintain itself, regulate body processes, and furnish energy and warmth

B. Nutrition-Science or study of food and way body uses it

C. Basic four food groups-Simple guide to help select food and plan nutritious meals

D. Serving-Amount of food to be eaten at one time

E. Menu-List of foods for specific meals

F. Meal-Portion of food taken at one time to satisfy appetite and provide nutrients

G. Snack-Portion of food eaten between regular meals

H. Balanced diet-Variety of foods eaten in sufficient amounts daily to meet body's nutritional needs

I. Diet-Food and liquid eaten each day

J. Table service-Way in which foods are served at meals

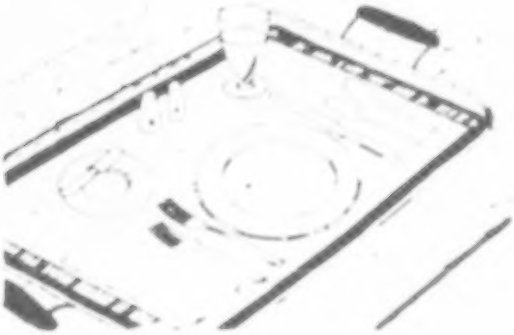
Examples: Buffet, family-style

K. Tableware-Eating and serving utensils

Examples: Dinnerware, glassware, flatware

L. Cover-Place setting for each person

Example:



INFORMATION SHEET

II. Reasons the body needs food

- A. Growth
- B. Repair and maintenance
- C. Regulating body processes

  Examples: Digestion, blood circulation, elimination, breathing, heart beat
- D. Furnishing energy and warmth

III. Characteristics of good nutrition and poor nutrition

	Good Nutrition	Poor Nutrition
General Health	Excellent; disease and infections not severe; recovers quickly	Susceptible to infections; recovers more slowly from disease or infections
Appetite	Good	Poor to fair
Energy	Full of life; able to get work done without undue fatigue; recovers from fatigue quickly	Tires easily and quickly; recovers slowly
Eyes	Bright and clear; sparkling	Bloodshot; dark circles; puffy; hollow
Body	Attractive; bones straight and strong; weight normal for height and age; flat abdomen	Defects; underweight or overweight; bones misshapen in one or more places; weak; sagging abdomen
Muscles	Firm, well-developed	Flabby, underdeveloped, small
Teeth	Enamel hard and smooth	Many cavities
Gums	Firm; resistant to sores or bleeding; pink color	Spongy; subject to sores and bleeding; too red or too pale
Skin	Firm, smooth; healthy, pinkish color	Blemished, pale; unhealthy color
Hair	Glossy, soft	Dry or oily; lacking luster
Disposition	Good-natured; happy attitude	Irritable, bored, listless; poor ability to concentrate

INFORMATION SHEET

IV. Nutrients (Assignment Sheet #1)

A. Proteins

B. Carbohydrates

Examples: Sugars, starches, cellulose

C. Fats

D. Vitamins

Examples: A, B vitamins (thiamine, niacin, riboflavin, B_6, B_{12}), C, D

E. Minerals

Examples: Calcium, phosphorous, iron, iodine

F. Water

INFORMATION SHEET

V. Basic four food groups, recommended servings, primary sources, and nutrients (Assignment Sheet #1)

BASIC FOOD GROUP	RECOMMENDED SERVINGS	PRIMARY SOURCES	NUTRIENTS
Milk	Children and teens, 3-4 servings; adults, 2 or more servings Examples: 250 mL (8 oz) milk, 125 mL (1/2 c) cottage cheese = 87 mL (1/3 c) milk; 125 mL (1/2 c) ice cream = 62.5 mL (1/4 c) milk	Milk, ice cream, cheese	Protein, calcium, riboflavin, vitamins A and D
Meat	Two or more servings Examples: 57-84 g (2-3 oz) boneless cooked meat, fish, or poultry; 2 eggs; 250 mL (1 c) cooked dry beans or peas; 60 mL (4 T) peanut butter	Beef, lamb, liver, pork, veal, poultry, fish, eggs	Protein, iron, thiamine, riboflavin, niacin
Fruit/vegetables	4 or more servings Examples: 1 serving of a citrus fruit or juice or tomato; 1 serving of a dark green or deep yellow vegetable or fruit; 2 or more servings of other vegetables and fruit, including potatoes	Oranges, tomatoes, grapefruit, potatoes, squash, broccoli, carrots, green beans, peas, apples, corn, cauliflower, cantaloupe, cabbage, spinach, strawberries, bananas	Ascorbic acid, vitamin A, some iron, calcium
Bread/cereals	4 servings or more Examples: 1 slice of bread; 28.3 g (1 oz) ready-to-eat cereal; 125-187.5 mL (1/2-3/4 c) cooked cereal, cornmeal, macaroni, rice, grits, noodles, or spaghetti	Rice, pasta, bread, cereals, rolls, biscuits	Thiamine, riboflavin, niacin, carbohydrates, iron, limited amounts of protein

INFORMATION SHEET

VI. Goals of menu/meal planning (Assignment Sheets #2 and #3)

A. Adequate nutrition

B. Appetite appeal

VII. Factors to consider in menu/meal planning (Assignment Sheets #2 and #3)

(NOTE: Avoid repetition of menus and meals from meal to meal and day to day.)

A. Food

B. Variety

C. Cost of food

D. Time needed for preparation

E. Equipment needed for preparation

F. Method of preparation

G. Use of make-overs (leftovers)

VIII. Ways to give a menu variety (Assignment Sheets #2 and #3)

A. Color contrast

(NOTE: Use a combination of two or more colors. Take advantage of the natural colors of foods. Use colors which go well together. Contrasting color in food will add interest and enhance the appearance of the food.)

B. Flavor

(NOTE: Avoid serving foods with similar flavors, such as broccoli, cabbage and brussels sprouts, or too many sweet, sour, or highly seasoned foods at the same time.)

C. Size and shape

(NOTE: Foods naturally have different shapes, e.g. round peas, long and slender green beans. Foods can be prepared to have different shapes, e.g. cubed, shredded, sliced. Variety of shapes and sizes adds interest, is more pleasing to the eye, and is more appetizing.)

INFORMATION SHEET

D. Texture

(NOTE: Select foods which are crisp, crunchy, hard, soft, and tender for additional eating pleasure. Too many foods of the same texture, whether soft or crisp, will detract from the meal.)

E. Temperature

(NOTE: A good rule to follow is to include something hot in a cold meal and something cold in a hot meal. Serve hot foods HOT and cold foods COLD.)

F. Method of preparation

(NOTE: Creamed shrimp, creamed potatoes, and creamed peas served at the same time would only make the meal monotonous, as would fried sausage, fried potatoes, and fried eggplant.)

MEAL PLANNING AND TABLE SERVICE
UNIT II

ASSIGNMENT SHEET #1--CLASSIFY FOOD SOURCES ACCORDING TO NUTRITIVE VALUE

Selecting foods and planning meals without thought for nutrition is like trying to ride to Miami on a merry-go-round--fun, but frivolous since you never get where you want to go.

Certainly there is no more basic reason for eating in the first place than to nourish the body. You don't need a Ph.D in nutrition to eat intelligently. With knowledge of the basic four food groups and the basic nutrients and their functions, anyone can do a skillful nutritional balancing act.

Using the chart on the following pages, the information sheet, and textbooks in the home economics room, classify the foods in the list according to the nutrients (primary) each contains.

	NUTRIENT	FOOD
1.	____________	Orange juice
2.	____________	Chocolate milk
3.	____________	Carrots
4.	____________	Green beans
5.	____________	Corn
6.	____________	Peanut butter sandwich
7.	____________	Macaroni and cheese
8.	____________	Egg
9.	____________	Cottage cheese
10.	____________	Ice cream
11.	____________	Hamburger
12.	____________	Coney
13.	____________	Pork chop
14.	____________	Candy bar
15.	____________	Soft drink
16.	____________	Potato chips

ASSIGNMENT SHEET #1

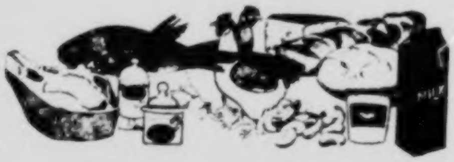
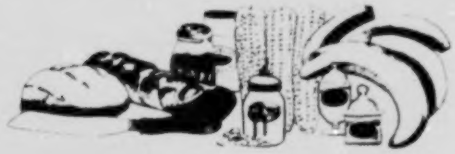
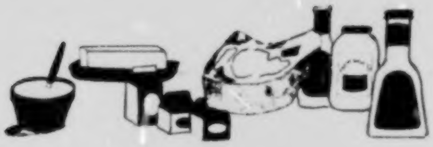
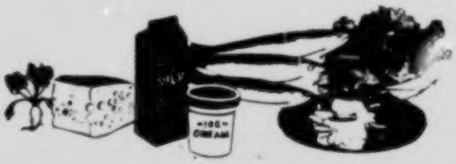
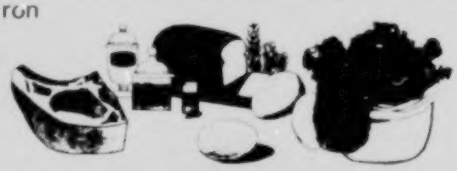
17. ____________ Fried chicken

18. ____________ Coleslaw

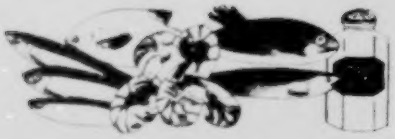
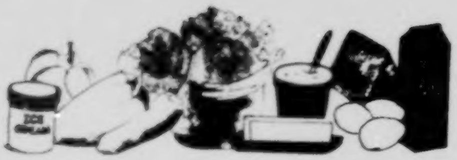
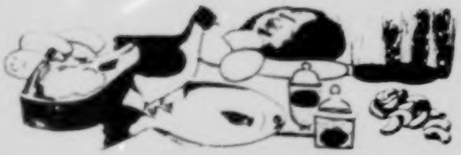
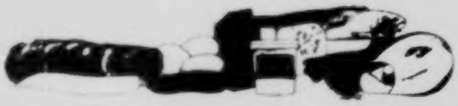
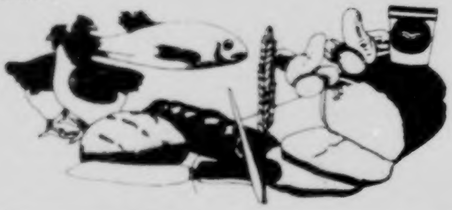
19. ____________ Pizza

20. ____________ Baked custard

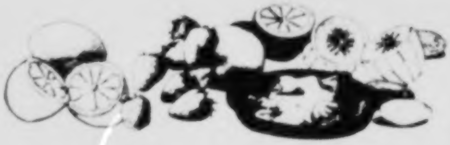
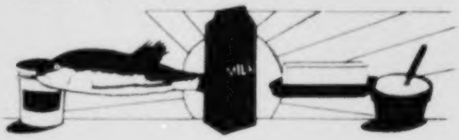
ASSIGNMENT SHEET #1

Nutrients	Functions
Proteins 	Growth Building and repairing body tissues Fighting infection Energy
Carbohydrates (sugars and starches) 	Energy
Fats 	Energy Essential fatty acids Carrying fat-soluble vitamins A, D, K
Calcium and phosphorous 	Building bones and teeth Clotting blood Helping muscles and nerves work Regulating the use of other minerals in the body
Iron 	Making hemoglobin, the red substance in the blood that carries oxygen to the cells (NOTE: This nutrient is needed to prevent iron deficiency anemia.)

ASSIGNMENT SHEET #1

Nutrients	Functions
Iodine 	Necessary for proper functioning of thyroid gland. Prevents some forms of goiter
Vitamin A 	Clear, smooth skin Protecting against night blindness Resisting infection Growth and development
Thiamine 	Normal appetite and digestion Healthy nervous system Preventing irritability Releasing energy from food Utilizing other nutrients
Riboflavin 	Helping cells use oxygen Releasing energy from food Clear vision Healthy eyes, skin, tongue, and lips
Niacin 	Healthy nervous system Healthy skin, mouth, tongue, and digestive tract Helping cells to use other nutrients

ASSIGNMENT SHEET #1

Nutrients	Functions
Vitamin C (ascorbic acid) 	Holding body cells together Firm, healthy gums Resisting infection Healing of wounds
Vitamin D ("the sunshine vitamin") 	Helping the body use calcium and phosphorous

MEAL PLANNING AND TABLE SERVICE
UNIT II

ASSIGNMENT SHEET #2--EVALUATE MENUS

Because foods must look good before you are willing to eat them, it is often said that "you eat with your eyes." Pleasing combinations of foods add attractiveness and stimulate your appetite. When you plan or select menus/meals, you should include a variety of foods that will look attractive. Even though you follow the same meal pattern, you can get variety into your meals when you consider color, size and shape, texture, flavor, temperature, and method of cooking. Evaluate the following menus and explain briefly what factors make these menus/meals lack attractiveness, variety, and eye appeal.

(NOTE: What changes could be made to improve the menus?)

1. Baked White Fish
Scalloped Potatoes Creamed Cauliflower Casserole
Celery
Hot Biscuits Butter
Vanilla Ice Cream
Milk Coffee

____

____

2. Meat Balls
Brussells Sprouts Boiled Potatoes
Tossed Salad with Cherry Tomatoes
Cloverleaf Rolls
Fruit Cocktail Chocolate Drop Cookies
Milk Coffee

____

____

3. Broiled Pork Chops
Mashed Sweet Potatoes Rice
Jello Salad
Biscuits
Applesauce
Milk Coffee

____

____

ASSIGNMENT SHEET #2

4. Broiled Ham with Pineapple Slice
Broccoli with Cheese Sauce Potatoes Au Gratin
Cottage Cheese with Pineapple
Biscuits
Peach Shortcake
Milk Coffee

5. Baked Salmon
Sunshine Carrots Sliced Tomatoes
Harvard Beets
Fresh Strawberries
Milk Coffee

Not only should meals/menus be attractive and stimulate your appetite, but they should also include a variety of nutrients. Evaluate the following meals/menus in terms of nutritive value.

(NOTE: What changes could be made to improve the menus?)

Breakfast	Lunch
Orange Juice	Hot Dog with Chili
Sweet Roll	Coke
Milk Coffee	Candy Bar

Dinner

Fried Chicken
Mashed Potatoes Succotash
Hot Roll Butter
Chocolate Pudding Whipped Cream
Iced Tea

MEAL PLANNING AND TABLE SERVICE
UNIT II

ASSIGNMENT SHEET #3--PLAN MENUS

Part I:

A meal pattern serves as a blueprint or guide that reminds you to include certain types of foods in your meals. When you do not follow a guide, it is easy to omit certain essential foods, such as milk, vegetables, or fruits. Meal patterns help you arrange the foods from the basic four food groups into meals. Well-planned meals include at least one food from each of the basic four food groups.

No single meal will provide all your nutritional needs, but the meals for an entire day can supply these needs when you plan them well. The following meal patterns will help you to select or plan good meals.

BREAKFAST PATTERN

Fruit (citrus often)
Main dish (cereal and/or egg, waffles, hamburger)
Bread
Milk or other beverage

LUNCH OR SUPPER PATTERN

Main dish (protein food in casseroles, soups, salads, and sandwiches)
Vegetable and/or fruit
Milk or other beverage

DINNER PATTERN

Main dish (meat, poultry, fish, or other protein)
Two vegetables (or vegetable and a fruit)
Salad
Bread
Milk or other beverage

(NOTE: Dessert can be added if one can "afford" the extra calories.)

To use the meal patterns, you need only to make a selection from the type of food suggested. As you select foods to complete your meals/menus, include the requirements listed in the basic four food groups. Using these guidelines, your information sheet, textbooks, and recipe books in the home economics department, plan three meals which will provide nutrients needed for two days.

(NOTE: Avoid overuse of sauces, repetition of ingredients, and duplication of dishes in the same week. Use seasonal foods and traditional holiday foods.)

ASSIGNMENT SHEET #3

Part II

The way a menu is written indicates what is served, order in which food is served, how it is prepared and served, and what silverware is needed. Use the following guidelines to write the menus in proper form.

A. Write the menu so that dishes appear in the order the food is to be served

B. Capitalize all words except conjunctions, prepositions, and articles

C. Space words on sheet to make it easy to read and to look attractive

D. Write the main food on the left with accompaniment on the right

E. Indicate how the food is prepared

Examples: Baked Potato, Buttered Corn, Creamed Corn

F. Write the main course with meat first and bread last

(NOTE: If the salad is served as a separate course after the main course, it is written to the left after the bread and with an accompaniment to the right.)

G. Write the beverage last regardless of when it is served

(NOTE: Butter, margarine, cream, and sugar may or may not be written. However, if not included in the written form, it is assumed they are on the table for use, if desired.)

Examples:

BREAKFAST

Orange Juice
Corn Flakes Milk
Baked Eggs
Buttered Toast
Milk

LUNCHEON

Cornbread Waffles with Chili
Tossed Green Salad
Apple Crisp
Milk

DINNER

Melon Ball Cocktail
Consumme Saltines
Baked Ham
Glazed Sweet Potatoes with Almonds
Broccoli with Cheese Sauce
Plum Jelly
Cloverleaf Rolls
Peppermint Parfait
Iced Tea Coffee

ASSIGNMENT SHEET #3

Write each group of food in proper menu form

1. Lemon cheese cake, pork chops (breaded), baked potato, tossed apple salad, milk and buttered broccoli, bran muffins with butter

2. Tomato juice, scrambled eggs, milk and coffee, and sweet rolls

3. Milk and tea, peanut butter cookies, carrot and celery sticks, sloppy joes

4. Write the meals planned in Part I in proper menu form

Day 1

Day 2

MEAL PLANNING AND TABLE SERVICE
UNIT II

ASSIGNMENT SHEET #4--SELECT TABLEWARE NEEDED FOR GIVEN MENUS

A few simple rules for table settings serve as a guide for most occasions. Common practices for table setting and food service have developed because they make sense. Tableware is placed on the table to make the meal easy to serve and easy to eat.

(NOTE: At any meal, the pieces used are dictated by the food to be served; therefore, check the menu and how each food is to be served before setting any table. Set only the pieces of flatware which will be used for the meal.)

Select tableware for each of the three menus printed. Then list the tableware in space provided below.

BREAKFAST

Apricot Nectar
Bran Muffins Butter
Sausages
Milk Coffee

LUNCH

Leftover Beef Stew
Hot Cheese Biscuits Butter
Radishes
Peanut Butter Cookies
Milk Tea

DINNER

Braised Pork Chops
Baked Yams
Buttered Brussels Sprouts
Waldorf Salad
Corn Muffins
Baked Custard
Milk Coffee

BREAKFAST ______________________________

____

LUNCH ______________________________

____

DINNER ______________________________

____

MEAL PLANNING AND TABLE SERVICE
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

1. Vitamin C, thiamine, and vitamin A
2. Protein, calcium, riboflavin, vitamin A, thiamine, niacin
3. Vitamin A, vitamin C (ascorbic acid)
4. Vitamin C and fair source for vitamin A
5. Carbohydrate
6. Protein, iron, thiamine, riboflavin, niacin
7. Protein, calcium, iron, vitamin A, thiamine, riboflavin, niacin
8. Protein, iron, vitamin A, riboflavin, thiamine, niacin
9. Protein, calcium, riboflavin, niacin
10. Fair source for protein, calcium, vitamin A, riboflavin, niacin
11. Protein, iron, thiamine, riboflavin, niacin
12. Protein, iron, thiamine, riboflavin, niacin
13. Protein, iron, thiamine, riboflavin, niacin
14. Carbohydrates
15. Nothing except carbohydrates
16. Small amounts of niacin, thiamine, and ascorbic acid
17. Protein, iron, riboflavin, niacin
18. Excellent source for vitamin C
19. Protein, calcium, riboflavin, vitamin C, and small amounts of iron, vitamin A, thiamine, and niacin
20. Protein, calcium, vitamin A, riboflavin, niacin

Assignment Sheet #2

1. Foods have little or no color contrast; texture is primarily soft and both vegetables are creamed
2. Menu has overused the round shape and the size of the round balls is very similar
3. Texture of foods is primarily soft
4. Overuse of pineapple; too much yellow; poor use of cooking methods, e.g. too many sauces; texture of menu foods is primarily soft
5. Poor color contrast, e.g. too many reds
6. Shortage of milk for a teenager or child by two servings, vegetable or fruit by one and bread/cereal group by one serving; meat is adequate

Assignment Sheet #3

1. Breaded Pork Chops
   Baked Potato Buttered Broccoli
   Tossed Apple Salad
   Bran Muffin Butter
   Lemon Cheese Cake
   Milk

2. Tomato Juice
   Scrambled Eggs
   Sweet Roll
   Milk Coffee

3. Sloppy Joes
   Carrot and Celery Sticks
   Peanut Butter Cookies
   Milk Tea

4. Evaluated to the satisfaction of the instructor

Assignment Sheet #4

Breakfast--Knife, fork, spoon

Lunch--Spoon

Dinner--Knife, fork, spoon

MEAL PLANNING AND TABLE SERVICE
UNIT II

JOB SHEET #1--ARRANGE BASIC TABLE SETTING

(NOTE: Guidelines for basic table settings will vary with different authorities.)

I. Materials

  A. Tablecover (placemats or tablecloth)

  B. Centerpiece

  C. Tableware

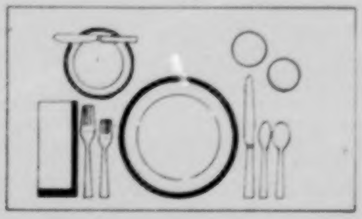
II. Procedure

  A. Dinnerware

    1. Place plate at the center of the cover one inch from edge

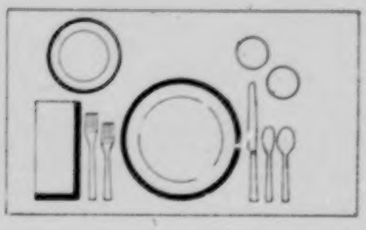
    2. Place bread and butter plates at the tip of the fork (Figure 1)

FIGURE 1



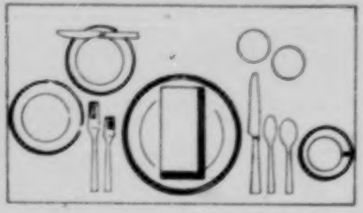
    3. Place salad plates at the left of each cover (Figure 2)

FIGURE 2



    4. Place cup and saucer to the right of the cover (Figure 3)

FIGURE 3



JOB SHEET #1

B. Flatware (Figures 4 and 5)

1. Arrange knives, forks, and spoons in the order in which they are to be used from the outside toward the plate

   (NOTE: The pieces to be used first are at the outer edge of the place setting, and pieces to be used last are nearest the plate.)

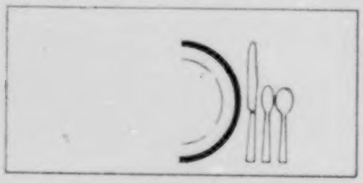
2. Place flatware about one inch from the edge of the table

3. Place knife with the cutting edge toward the plate at the right of the cover

   (NOTE: If no knife is required for the meal, the fork is placed to the right of the cover instead of the left.)

4. Place spoons with the bowls up at the right of the knife

FIGURE 4

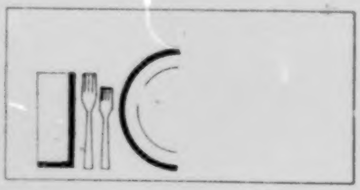


5. Place forks with tines up at the left of the cover

6. Place napkin to the left of the cover (Figure 5)

   (NOTE: Corner should open at the fork.)

FIGURE 5



C. Glassware (Figure 3)

1. Place glass just above the knife when one glass is used

2. Place second glass to the right of the first glass when two glasses are used

MEAL PLANNING AND TABLE SERVICE
UNIT II

TEST

NAME ______________________________ SCORE ____________________

1. Match terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

_____a. Place setting for each person

_____b. Substances in food that help body grow, repair and maintain itself, regulate body processes, and furnish energy and warmth

_____c. Eating and serving utensils

_____d. Science or study of food and way body uses it

_____e. Way in which foods are served at meals

_____f. Simple guide to help select food and plan nutritious meals

_____g. Food and liquid eaten each day

_____h. Amount of food to be eaten at one time

_____i. Variety of foods eaten in sufficient amounts daily to meet body's nutritional needs

_____j. List of foods for specific meals

_____k. Portion of food eaten between regular meals

_____l. Portion of food taken at one time to satisfy appetite and provide nutrients

1. Snack
2. Nutrients
3. Cover
4. Balanced diet
5. Nutrition
6. Tableware
7. Diet
8. Basic four food groups
9. Table service
10. Serving
11. Menu
12. Meal

2. Name four reasons the body needs food.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

3. Distinguish between characteristics of good nutrition and poor nutrition. Place a "G" for good nutrition and a "P" for poor nutrition in the appropriate blanks.

______a. Body--Defects; underweight or overweight; bones misshapen in one or more places; weak; sagging abdomen

______b. Hair--Glossy, soft

______c. General health--Excellent; disease and infections not severe; recovers quickly

______d. Appetite--Poor to fair

______e. Skin--Blemished, pale; unhealthy color

______f. Energy--Full of life; able to get work done without undue fatigue; recovers from fatigue quickly

______g. Muscles--Firm, well-developed

______h. Eyes--Bloodshot; dark circles; puffy; hollow

______i. Skin--Firm, smooth; healthy, pinkish color

______j. Hair--Dry or oily; lacking luster

______k. Disposition--Good-natured; happy attitude

______l. Energy--Tires easily and quickly; recovers slowly

______m. General health--Susceptible to infections; recovers more slowly from disease or infections

______n. Teeth--Enamel hard and smooth

______o. Eyes--Bright and clear; sparkling

______p. Gums--Spongy; subject to sores and bleeding; too red or too pale

______q. Muscles--Flabby, underdeveloped, small

______r. Body--Attractive; bones straight and strong; weight normal for height and age; flat abdomen

______s. Teeth--Many cavities

______t. Appetite--Good

______u. Disposition--Irritable, bored, listless; poor ability to concentrate

______v. Gums--Firm; resistant to sores or bleeding; pink color

4. Name the six nutrients.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

5. Complete the following chart relating to basic four food groups, recommended servings, primary sources, and nutrients by filling in the blanks with the appropriate information.

BASIC FOOD GROUPS	RECOMMENDED SERVINGS	PRIMARY SOURCES	NUTRIENTS
Meat	________________	Beef, lamb, liver, pork, veal, poultry, fish, eggs	Protein, iron, thiamine, riboflavin, niacin
____________ ____________	4 or more servings	Oranges, tomatoes, grapefruit, potatoes, squash, broccoli, carrots, green beans, peas, apples, corn, cauliflower, cantaloupe, cabbage, spinach, strawberries, bananas	Ascorbic acid, vitamin A, some iron, calcium
Bread/cereals	4 or more servings	________________ ________________ ________________	Thiamine, riboflavin, niacin, carbohydrates, iron, limited amounts of protein
Milk	Children and teens, 3-4 servings; adults, 2 or more servings	Milk, ice cream, cheese	________________ ________________ ________________

6. State two goals of menu/meal planning.

   a. ______________________________

   b. ______________________________

7. Name four factors to consider in menu/meal planning.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

8. Select from the list ways to give a menu variety. Place an "X" in the appropriate blanks.

   _____a. Time

   _____b. Texture

   _____c. Nutrients

   _____d. Flavor

   _____e. Temperature

   _____f. Method of preparation

9. Classify food sources according to nutritive value.

10. Evaluate menus.

11. Plan menus.

12. Select tableware needed for given menus.

13. Demonstrate the ability to arrange basic table setting.

(NOTE: If activities 9-13 have not been accomplished prior to the test, ask the instructor when they should be completed.)

MEAL PLANNING AND TABLE SERVICE
UNIT H

ANSWERS TO TEST

(NOTE: The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 150.)

1. Match terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided. (24 points)

   3 a. Place setting for each person
   2 b. Substances in food that help body grow, repair and maintain itself, regulate body processes, and furnish energy and warmth
   6 c. Eating and serving utensils
   5 d. Science or study of food and way body uses it
   9 e. Way in which foods are served at meals
   8 f. Simple guide to help select food and plan nutritious meals
   7 g. Food and liquid eaten each day
   10 h. Amount of food to be eaten at one time
   4 i. Variety of foods eaten in sufficient amounts daily to meet body's nutritional needs
   11 j. List of foods for specific meals
   1 k. Portion of food eaten between regular meals
   12 l. Portion of food taken at one time to satisfy appetite and provide nutrients

   1. Snack
   2. Nutrients
   3. Cover
   4. Balanced diet
   5. Nutrition
   6. Tableware
   7. Diet
   8. Basic four food groups
   9. Table service
   10. Serving
   11. Menu
   12. Meal

2. Name four reasons the body needs food. (4 points)

   a. Growth

   b. Repair and maintenance

   c. Regulating body processes

   d. Furnishing energy and warmth

3. Distinguish between characteristics of good nutrition and poor nutrition. Place a "G" for good nutrition and a "P" for poor nutrition in the appropriate blanks. (22 points)

P a. Body--Defects; underweight or overweight; bones misshapen in one or more places; weak; sagging abdomen

G b. Hair--Glossy, soft

G c. General health--Excellent; disease and infections not severe; recovers quickly

P d. Appetite--Poor to fair

P e. Skin--Blemished, pale; unhealthy color

G f. Energy--Full of life; able to get work done without undue fatigue; recovers from fatigue quickly

G g. Muscles--Firm, well-developed

P h. Eyes--Bloodshot; dark circles; puffy; hollow

G i. Skin--Firm, smooth; healthy, pinkish color

P j. Hair--Dry or oily; lacking luster

G k. Disposition--Good-natured; happy attitude

P l. Energy--Tires easily and quickly; recovers slowly

P m. General health--Susceptible to infections; recovers more slowly from disease or infections

G n. Teeth--Enamel hard and smooth

G o. Eyes--Bright and clear; sparkling

P p. Gums--Spongy; subject to sores and bleeding; too red or too pale

P q. Muscles--Flabby, underdeveloped, small

G r. Body--Attractive; bones straight and strong; weight normal for height and age; flat abdomen

P s. Teeth--Many cavities

G t. Appetite--Good

P u. Disposition--Irritable, bored, listless; poor ability to concentrate

G v. Gums--Firm; resistant to sores or bleeding; pink color

4. Name six nutrients. (6 points)

   a. Proteins

   b. Carbohydrates

   c. Fats

   d. Vitamins

   e. Minerals

   f. Water

5. Complete the following chart relating to basic four food groups, recommended servings, primary sources, and nutrients by filling in the blanks with the appropriate information. (8 points)

BASIC FOOD GROUPS	RECOMMENDED SERVINGS	PRIMARY SOURCES	NUTRIENTS
Meat	2 or more servings	Beef, lamb, liver, pork, veal, poultry, fish, eggs	Protein, iron, thiamine, riboflavin, niacin
Fruit/vegetables	4 or more servings	Oranges, tomatoes, grapefruit, potatoes, squash, broccoli, carrots, green beans, peas, apples, corn, cauliflower, cantaloupe, cabbage, spinach, strawberries, bananas	Ascorbic acid, vitamin A, some iron, calcium
Bread/cereals	4 or more servings	Rice, pasta, bread, cereals, rolls, biscuits	Thiamine, riboflavin, niacin, carbohydrates, iron, limited amounts of protein
Milk	Children and teens, 3-4 servings; adults, 2 or more servings	Milk, ice cream, cheese	Protein, calcium, riboflavin, vitamins A and D

6. State two goals of menu/meal planning. (2 points)

   a. Adequate nutrition

   b. Appetite appeal

7. Name four factors to consider in menu/meal planning. (4 points)

   (NOTE: Any four of the following are acceptable.)

   a. Food

   b. Variety

   c. Cost of food

   d. Time needed for preparation

   e. Equipment needed for preparation

   f. Method of preparation

   g. Use of make-overs (leftovers)

8. Select from the list below ways to give a menu variety. Place an "X" in the appropriate blanks. (12 points)

   _____ a. Time

   __X__ b. Texture

   _____ c. Nutrients

   __X__ d. Flavor

   __X__ e. Temperature

   __X__ f. Method of preparation

9. Classify food sources according to nutritive value. (6 points)

10. Evaluate menus. (12 points)

11. Plan menus. (20 points)

12. Select tableware needed for given menus. (10 points)

13. Demonstrate the ability to arrange basic table setting. (20 points)

    (NOTE: Activities 9-13 should be evaluated to the satisfaction of the instructor.)

KITCHEN UTENSILS AND TOOLS
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify, care for, and use kitchen utensils and tools. The student should also be able to properly measure ingredients. This knowledge will be evidenced through demonstration and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Identify kitchen utensils and tools used for stirring, lifting, dipping, turning, beating, and whipping.
2. Identify kitchen utensils and tools used for cutting, chopping, and mashing.
3. Identify kitchen utensils and tools used for draining, straining, and sifting.
4. Identify kitchen utensils and tools used for measuring.
5. Identify kitchen utensils and tools used for cake and pastry making.
6. Identify kitchen utensils and tools used for baking and oven cooking.
7. Identify range-top cooking utensils.
8. Identify kitchen utensils and tools used for cleanup.
9. Identify miscellaneous kitchen utensils and tools.
10. Match tools and utensils for stirring, lifting, dipping, turning, beating, and whipping to their correct uses.
11. Match tools and utensils for cutting, chopping, and mashing to their correct uses.
12. Match tools and utensils for draining, straining, and sifting to their correct uses.
13. Match measuring tools and utensils to their correct uses.
14. Match tools and utensils for cake and pastry making to their correct uses.

15. Match tools and utensils for baking and oven cooking to their correct uses.
16. Match range-top cooking utensils to their correct uses.
17. Match clean-up tools and utensils to their correct uses.
18. Match miscellaneous tools and utensils to their correct uses.
19. Describe general care for kitchen utensils and tools.
20. Complete a chart on procedures for care of cookware.
21. Describe proper storage principles for kitchen utensils and tools.
22. Name two ways to measure accurately.
23. Demonstrate the ability to:
    a. Measure flour.
    b. Measure brown sugar.
    c. Measure small amounts of ingredients.
    d. Measure liquid.
    e. Measure shortening.

KITCHEN UTENSILS AND TOOLS
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and job sheets.

C. Discuss unit and specific objectives.

D. Discuss information sheet.

E. Demonstrate measuring procedures in job sheets.

(NOTE: Food coloring in water can be used to demonstrate liquid measure. Specify amounts students will measure for each job sheet. Be sure to also use metric measuring instruments.)

F. Display utensils and tools that are property of home economics department. Point out similarities and differences of those pictured in unit.

G. Have a scavenger hunt. Use information sheets and have students write location of each utensil and tool within the home economics kitchen.

(NOTE: This activity not only can serve as a "get-acquainted" activity with the home economics kitchen but also can reinforce "a place for everything and everything in its place.")

H. Arrange an exhibit of cookery tools made from different materials; explain how the material influences use, care, and appearance of the item.

I. Visit the housewares department of a dime or department store to study the merits of the various kitchen gadgets.

Examples of questions: Which utensils are essential to the career person? Newlyweds? Which save time and make food preparation easier? What is the difference between a utensil or tool and a gadget?

J. Have students examine the various small cookery tools in their homes. List those that seem to be especially helpful as time and energy savers. Which tools are seldom used? Why are some tools more useful than others?

K. Have students search magazines for kitchen storage/space suggestions. This could be attached to information sheet or used to make a bulletin board. Discuss whether any of these items can be used in or adapted for the school kitchen, commercial kitchen, home kitchen, or other room.

L. Give test.

(NOTE: It is RECOMMENDED that the test be given in parts.)

M. Reteach if necessary.

II. Unit references:

A. Medved, Eva. *The World of Food.* Lexington, Massachusetts: Ginn and Company, 1970.

B. Ray, Mary Frey, and Lewis, Evelyn Jones. *Exploring Professional Cooking.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1976.

C. Duffie, Mary Ann. *So-You Are Ready to Cook.* 4th ed. Minneapolis, Minnesota: Burgess Publishing Company, 1974.

III. Filmstrips:

A. "New Room in Kitchen." Available from Rubbermaid, Wooster, Ohio 44961.

B. "Small Equipment in Kitchen." Available from Rubbermaid, Wooster, Ohio 44961.

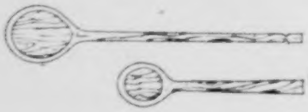
KITCHEN UTENSILS AND TOOLS
UNIT III

INFORMATION SHEET

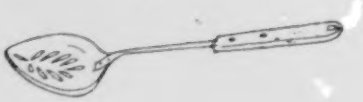
(NOTE: It is important to know which is the best tool for a particular job. For example, using a wooden spoon instead of a fork to stir pastry may cause a poor product; baking cookies in a cake pan instead of a cookie sheet may cause poorly shaped cookies that will not brown evenly. Each piece of equipment has it own specific use. Proper use of cookery tools saves time and energy and ressults in good food products.)

I. Kitchen utensils and tools for stirring, lifting, dipping, turning, beating, and whipping

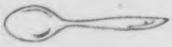
A. Wooden spoon



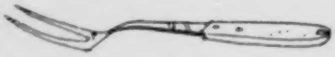
B. Slotted spoon



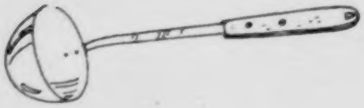
C. Cooking spoon



D. Two-tined fork

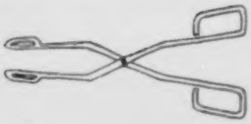


E. Ladle

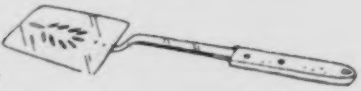


INFORMATION SHEET

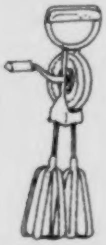
F. Tongs



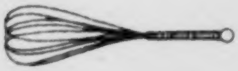
G. Turner



H. Rotary beater

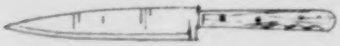


I. Wire whisk or wire whip

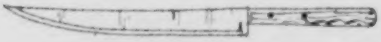


II. Kitchen utensils and tools for cutting, chopping, and mashing

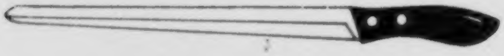
A. French or chef's knife



B. Butcher knife

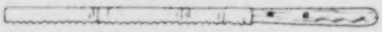


C. Meat slicer

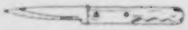


INFORMATION SHEET

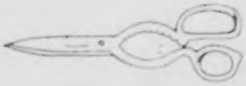
D. Bread knife



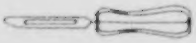
E. Paring knife



F. Kitchen shears



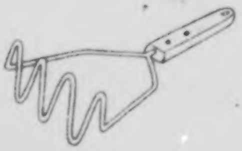
G. Peeler



H. Cutting board

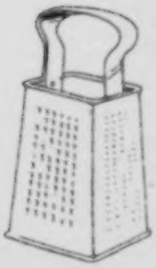
(NOTE: Careful attention should be given to sanitation of wooden cutting boards.)

I. Potato masher



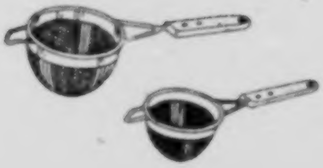
INFORMATION SHEET

J. Grater

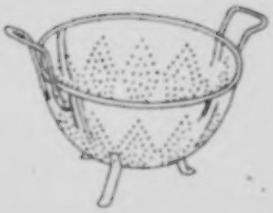


III. Kitchen utensils and tools for draining, straining, and sifting

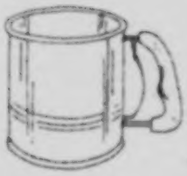
A. Strainer or sieve



B. Colander



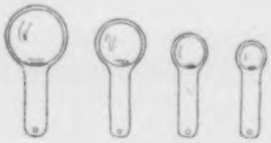
C. Flour sifter



INFORMATION SHEET

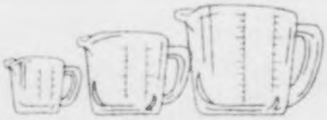
IV. Kitchen utensils and tools for measuring

A. Measuring spoons

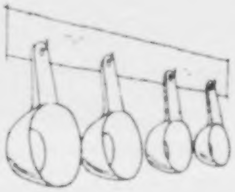


B. Liquid measuring cups

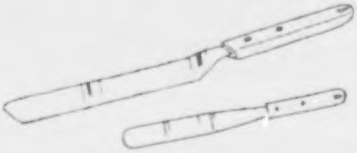
(NOTE: Notice the rim at top of cup to prevent spillage.)



C. Nested or graduated dry measuring cups

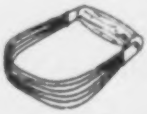


D. Straight-edged spatula (large and small)



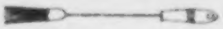
V. Kitchen utensils and tools for cake and pastry making

A. Pastry blender



INFORMATION SHEET

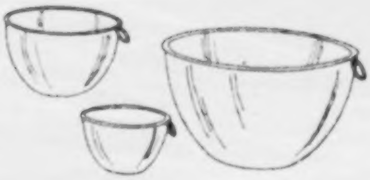
B. Pastry brush



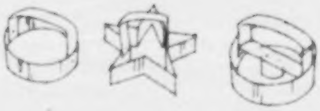
C. Rolling pin and cover

D. Rubber scraper

E. Mixing bowls

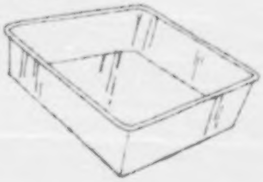


F. Cutters



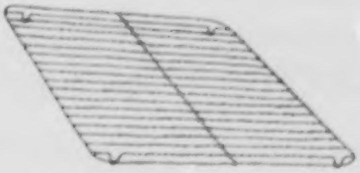
VI. Kitchen utensils and tools for baking and oven cooking

A. Square cake pan

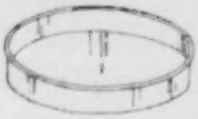


INFORMATION SHEET

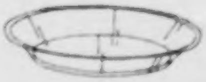
B. Wire cooling rack



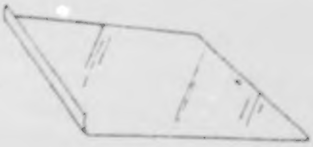
C. Round cake pan



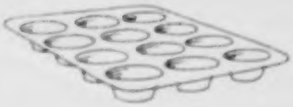
D. Pie pan



E. Cookie sheet

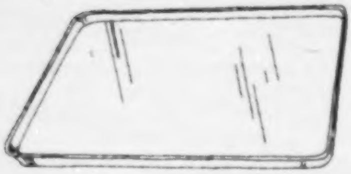


F. Muffin pan

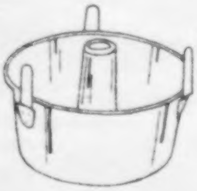


INFORMATION SHEET

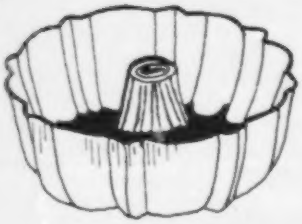
G. Jelly roll pan



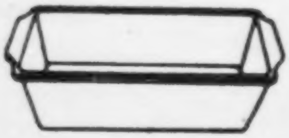
H. Angel food cake pan



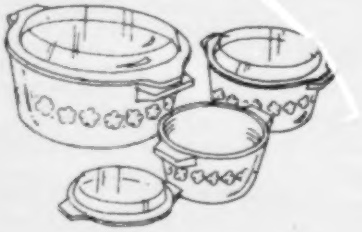
I. Bundt pan



J. Loaf pan



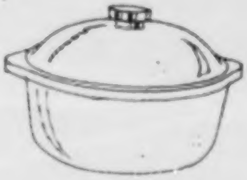
K. Baking or casserole dishes



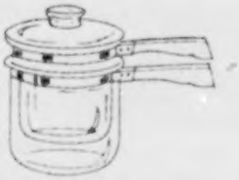
INFORMATION SHEET

VII. Range-top cooking utensils

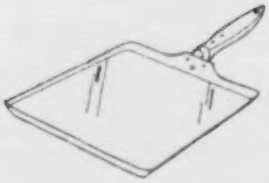
A. Dutch oven



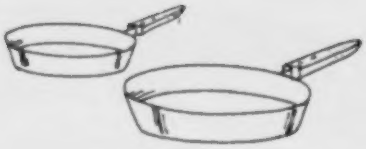
B. Double boiler



C. Griddle

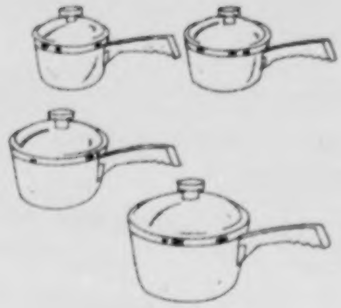


D. Skillets



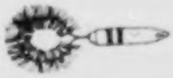
INFORMATION SHEET

E. Saucepans

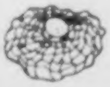


VIII. Kitchen utensils and tools for cleanup

A. Vegetable brush

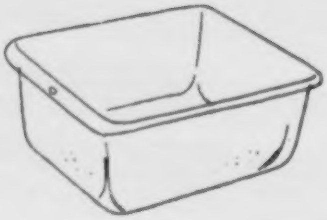


B. Scouring pad or brush



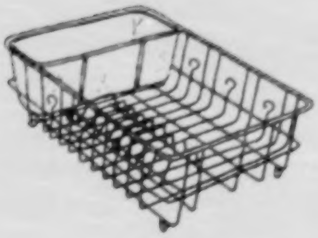
C. Bottle brush

D. Dishpan

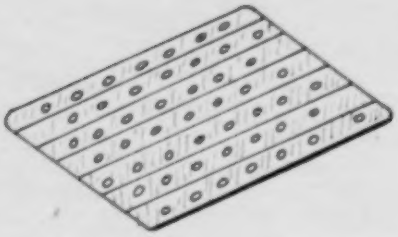


INFORMATION SHEET

E. Dish drainer

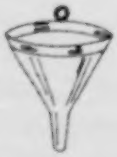


F. Sink liner

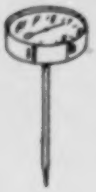


IX. Miscellaneous kitchen utensils and tools

A. Funnel

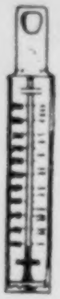


B. Meat thermometer

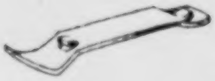


INFORMATION SHEET

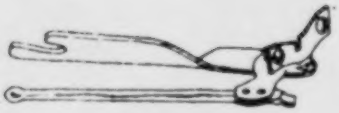
C. Deep-fat/candy thermometer



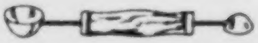
D. Bottle opener



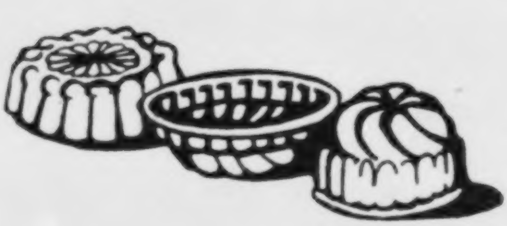
E. Can opener



F. Melon-ball cutter



G. Molds



INFORMATION SHEET

X. Uses of tools for stirring, lifting, dipping, turning, beating, and whipping

   A. Wooden spoon--Used for creaming, stirring, and mixing

      (NOTE: Wooden spoons are made of hardwood and should not be placed in dishwasher or allowed to "soak" clean.)

   B. Slotted spoon--Used to lift food from liquid in which food was cooked

   C. Cooking spoon--Used to spoon liquids over foods and to lift food, including its liquid, out of pan

   D. Two-tined fork--Used to hold meats while slicing and to turn solid pieces of meat while browning and cooking

   E. Ladle--Used to lift soups, gravies, and sauces into servings

   F. Tongs--Used to turn steaks, bacon, or chops while broiling and to remove corn on the cob and other vegetables from hot liquid

   G. Turner--Used to turn meats, pancakes, vegetables, and fruits while browning

   H. Rotary beater--Used for beating eggs, egg whites, or batter

   I. Wire whisk or wire whip--Used to whip eggs or batter and to blend gravies, sauces, and soups

XI. Uses of tools for cutting, chopping, and mashing

   A. French or chef's knife--Used to chop, dice, and mince food

   B. Butcher knife--Used to section raw meat, poultry, or fish

      (NOTE: A butcher knife can also be used as a cleaver to separate small joints or to cut bones.)

   C. Meat slicer--Used for slicing roasts, hams, and thick, solid cuts of meat

   D. Bread knife--Used for slicing bread

      (NOTE: The bread knife has a saw-toothed edge.)

   E. Paring knife--Used to core, peel, and section fruits and vegetables

   F. Kitchen shears--Used for various kitchen cutting tasks

INFORMATION SHEET

Examples: Snipping parsley, cutting garnishes, trimming pastry

G. Peeler--Used for paring vegetables and fruits, such as carrots, potatoes, and apples

H. Cutting board--Protects table top or counter when cutting food

I. Potato masher--Used to mash potatoes and other foods

J. Grater--Used to grate, shred, slice, and serrate foods, such as cabbage and cheese

XII. Uses of tools for draining, straining, and sifting

A. Strainer or sieve--Used for straining food which is too fine for colander

B. Colander--Used to rinse and drain salad greens and berries and to drain many cooked foods

C. Flour sifter--Used to sift, aerate, and blend dry ingredients

XIII. Uses of measuring tools and utensils

A. Measuring spoons--Used to measure small amounts of liquid or dry ingredients

B. Liquid measuring cups--Used to measure liquids

C. Nested or graduated dry measuring cups--Used to measure solids and dry ingredients, such as fat, flour, and sugar

D. Straight-edged spatula (large and small)--Used to level off ingredients when measuring and to spread frostings and sandwich fillings

XIV. Uses of tools for cake and pastry making

A. Pastry blender--Used to cut shortening into flour for pastries and biscuits

B. Pastry brush--Used to brush melted shortening on pastry and dough and to spread thin icings

C. Rolling pin and cover--Used to roll out cookies, rolls, and pastry

(NOTE: The best rolling pins have ball bearings for smooth rolling in any direction.)

INFORMATION SHEET

D. Rubber scraper--Used for scraping sides of utensils

E. Mixing bowls--Used for mixing and combining ingredients for many foods

F. Cutters--Used to cut dough into various shapes and sizes

Examples: Cookies, biscuits, and doughnuts

XV. Uses of tools for baking and oven cooking

A. Square cake pan--Used for coffee cakes, bar cookies, and one-layer cakes

B. Wire cooling rack--Used to cool cakes and cookies

C. Round cake pan--Used for layer cakes

D. Pie pan--Used for baking pies

E. Cookie sheet--Used for baking cookies, rolls, and biscuits

F. Muffin pan--Used to bake muffins and rolls

G. Jelly roll pan--Used to bake thin sheet cakes

H. Angel food cake pan--Used to bake angel food, sponge, and chiffon cakes

I. Bundt pan--Used to bake bundt, streusel, and pound cakes

J. Loaf pan--Use to bake bread, meat loaf, and pound cakes

K. Baking or casserole dishes--Used to cook and serve various types of baked dishes

XVI. Uses of range-top cooking utensils

A. Dutch oven--Used for braising meats and poultry

B. Double boiler--Used when temperature must be kept below boiling and to keep food warm without overcooking

Examples: Egg sauces, puddings, and frostings

C. Griddle--Used to cook pancakes and to grill sandwiches

D. Skillet--Used for cooking foods in small amount of fat

INFORMATION SHEET

E. Saucepan--Used for cooking sauces, vegetables, and many other foods

XVII. Uses of tools for cleanup

A. Vegetable brush--Used to clean vegetables and fruits

B. Scouring pad or brush--Used to clean stubborn food soil on pans

C. Bottle brush--Used for cleaning bottles

D. Dishpan--Used for liquids and for washing dishes

E. Dish drainer--Used for draining washed dishes and utensils

F. Sink liner--Used to protect sink surface

XVIII. Uses of miscellaneous tools

A. Funnel--Used for filling bottles and jars

B. Meat thermometer--Used to determine doneness of roasts and poultry while cooking

C. Deep-fat/candy thermometer--Used to check temperature of fat used for frying and sugar syrup for candy making

D. Bottle opener--Used to open bottles

E. Can opener--Used to open canned foods

F. Melon-ball cutter--Used to divide soft food, such as canteloupe or watermelon, into small balls for fruit cups

G. Molds--Used for gelatin salads and fancy desserts

XIX. General care for kitchen utensils and tools

A. Follow manufacturer's directions

B. Clean promptly after each use

C. Use utensils and tools only for purpose(s) intended

Example: Avoid using a knife to pry open a container

D. Store promptly in assigned place

E. Avoid filling hot utensils with cold water to prevent warping

INFORMATION SHEET

XX. Procedures for care of cookware

(NOTE: All pots and pans are easier to clean after cooking if washed immediately or soaked in warm water during mealtime.)

TYPE OF COOKWARE	PROCEDURES FOR CARE OF COOKWARE
A. Stainless steel	Wash in warm water with mild soap or detergent. Dry promptly to prevent formation of white water spots.
B. Chrome	Wipe with sponge or lightly dampened paper towel. Use chrome cleaner or scratchless cleaning powder if grime does accumulate.
C. Aluminum	Wash in warm water with mild soap or detergent. To remove stains, fill pan with enough water to cover stains. For every quart of water, stir in two tablespoons cream of tartar and simmer for twenty minutes. Let pan stand until cold and scour with steel wool soap pads. Store uncovered because trapped moisture will produce white spots. (NOTE: Soapy steel wool pads do not dull the surface as much as commercial aluminum cleaners.)
D. Non-stick surfaces	BEFORE first use wash thoroughly in warm water, dry well, wipe with cooking oil, and remove oil with paper towel. After using, wash pan with soap and water, rinse, and dry. Use wooden spoons and rubber spatulas to prevent scratches.
E. Ceramic	Read and follow manufacturer's directions.
F. Cast iron	BEFORE the first use thoroughly wash with mild soap and coat with unsalted fat. Wash with mild soap or detergent in warm water. DO NOT SCOUR because seasoning can be removed and pitting will occur.
G. Oven glassware	Wash in warm soapy water. Avoid use of abrasives. (CAUTION: Do not plunge hot pan into cold water.)

INFORMATION SHEET

XXI. Storage of kitchen utensils and tools

A. Place of first use

B. Easy to see

C. Easy to reach

(NOTE: No articles in frequent use should be stored higher or lower than can be grasped by the fingertips without stretching or stooping. Drawers can be divided so that items can be kept in order and be removed without scrambling through a jumble of pieces.)

XXII. Ways to measure accurately

(NOTE: Each ingredient is used for a special reason; therefore, measurement must be level and exact or the end product may not be satisfactory.)

A. Weighing

(NOTE: This method is used when large quantities of food are prepared in bakeries, hospitals, and restaurants.)

B. Standard measuring cups and spoons

(NOTE: This method is used in homes and most home economics departments.)

KITCHEN UTENSILS AND TOOLS
UNIT III

JOB SHEET #1--MEASURE FLOUR

I. Equipment

  A. Flour sifter

  B. Measuring cups for dry ingredients, one set

  C. Straightedge

  Examples: Spatula or table knife

  D. Large spoon or scoop

  E. Flour

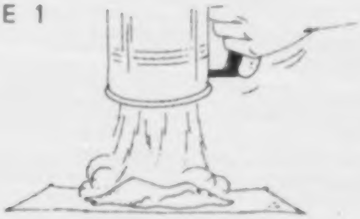
  F. Waxed paper

II. Procedure

  A. Sift flour onto waxed paper (Figure 1)

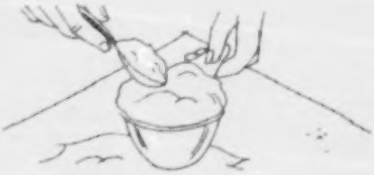
  (NOTE: Although sifting may not be specifically mentioned, most recipes take sifting for granted.)

FIGURE 1



  B. Lightly spoon the sifted flour into a cup until it heaps up over the top (Figure 2)

FIGURE 2



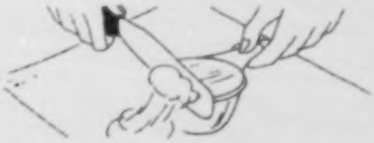
JOB SHEET #1

C. Use straightedge to make several cuts through the top of the flour to get rid of air pockets

D. Draw the edge across the top of the cup, making sure the flour is level with the top of the cup (Figure 3)

(CAUTION: Do not tap the side of the cup or tap the cup on the table to level the flour in the cup. This causes the flour to settle, and you will have an inaccurate measure.)

FIGURE 3



(NOTE: The above procedure may also be used for measuring confectioners' powdered sugar.)

KITCHEN UTENSILS AND TOOLS
UNIT III

JOB SHEET #2--MEASURE BROWN SUGAR

I. Equipment

   A. Measuring cups for dry ingredients, one set

   B. Straightedge

   Examples: Spatula or table knife

   C. Spoon

   D. Brown sugar

   E. Waxed paper

II. Procedure

   A. Roll out lumps on waxed paper with a rolling pin

   (NOTE: If brown sugar is too dry to measure, place in tightly covered container with slice of apple or bread or heat in oven at low temperature.)

   B. Use spoon to pack sugar into measuring cup

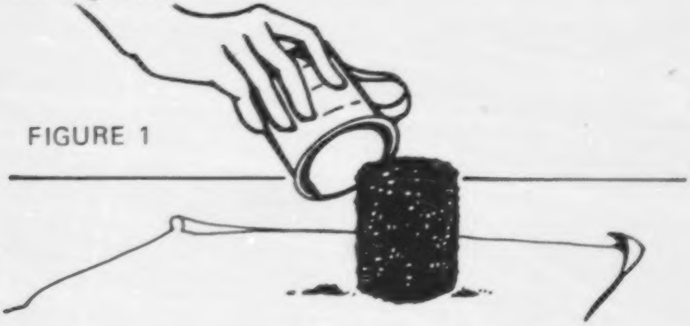
   (NOTE: Brown sugar is packed into measuring cup unless recipe says not to pack.)

   C. Level off with straightedge

   D. Turn brown sugar out on waxed paper

   E. If correctly measured, brown sugar will keep the shape of the cup when turned out (Figure 1)

FIGURE 1



(CAUTION: Care must be taken not to overpack brown sugar into the measuring cup. This will result in too much sugar for your recipe.)

KITCHEN UTENSILS AND TOOLS
UNIT III

JOB SHEET #3--MEASURE SMALL AMOUNTS OF INGREDIENTS

I. Equipment

A. Measuring spoons, one set

B. Straightedge

Examples: Spatula or table knife

C. Dry ingredient

Example: Baking powder

D. Waxed paper

E. Liquid ingredient or water

II. Procedure

A. Dry ingredient

1. Put the correct measuring spoon into container

(CAUTION: Be sure spoon is dry.)

2. Heap measuring spoon with dry ingredient

3. Level dry ingredient with straightedge (Figure 1)

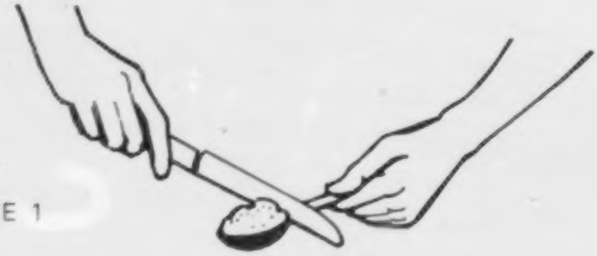


FIGURE 1

(NOTE: To measure 0.6 mL or 1/8 t of dry ingredient use 1 mL measuring spoon or 1/4 t and follow steps 2-3 above. Then, use straightedge to cut through center of ingredient. With a turn of the wrist, remove half of the ingredient with straightedge. However, sets of measuring spoons are available with 7.5 mL [1/2 T] and 0.6 mL [1/8 t] measures.)

JOB SHEET #3

B. Liquid

1. Select correct measuring spoon

2. Fill until spoon is full

   (NOTE: You may need to level off thick liquids, such as corn syrup.)

KITCHEN UTENSILS AND TOOLS
UNIT III

JOB SHEET #4--MEASURE LIQUID

I. Equipment

  A. Glass measuring cup

  B. Container for water

  C. Water

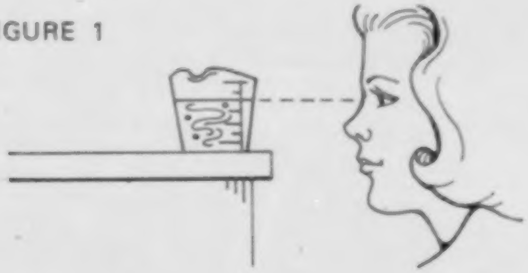
II. Procedure

  A. Place glass measuring cup at eye level

  B. Fill cup to the line indicating amount needed

  C. Check measurement at eye level (Figure 1)

FIGURE 1



KITCHEN UTENSILS AND TOOLS
UNIT III

JOB SHEET #5--MEASURE SHORTENING

I. Equipment

A. Measuring cups for dry and liquid ingredients

B. Straightedge

Examples: Spatula or table knife

C. Spoon

D. Rubber scraper

E. Shortening at room temperature

II. Procedure

(NOTE: In measuring less than 60 mL or 1/4 c shortening, use a milliliter measure or a tablespoon.)

A. Dry ingredient measuring cup method

1. Use rubber scraper and spoon to pack the shortening into measuring cup so there are no air spaces

2. Level off with a straightedge

3. Take all of the shortening out of the measuring cup with a rubber scraper

(NOTE: If recipe also calls for egg, place egg in measuring cup. Empty. Measure shortening. Egg coats the sides of measuring cup.)

B. Water displacement method

(NOTE: This method is satisfactory for measuring amounts less than 240 mL or 1 c.)

1. Pour cold water into liquid measuring cup up to the measure which will equal 240 mL (1 c) when desired amount of fat is added

Example: If recipe calls for 80 mL (1/3 c) fat, pour 160 mL (2/3 c) cold water into the measure

2. Add fat to water until water level rises to the 240 mL (1 c) line

JOB SHEET #5

3. Drain water

4. Remove shortening with rubber scraper

   (NOTE: Butter or margarine can be measured in the same way as shortening. A 0.5 kg or 1 lb bar of butter or margarine equals about 500 mL or 2 c. When the pound is wrapped in quarters, each stick equals 250 mL [1/2 c or 8 T]; half a stick equals 125 mL [1/4 c or 4 T].)

   (CAUTION: One cup butter equals 224 g. One pound = 500 g = 0.5 kg.)

C. Melted fat

1. Measure in a dry ingredient measure and melt

   OR

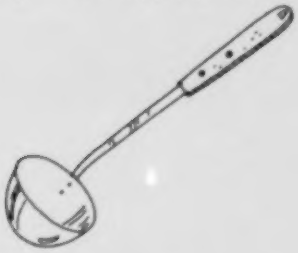
2. Melt and measure as a liquid ingredient

KITCHEN UTENSILS AND TOOLS
UNIT III

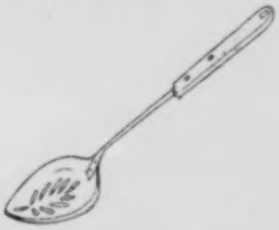
TEST

NAME ______________________________ SCORE ____________________

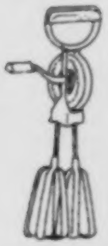
1. Identify kitchen utensils and tools used for stirring, lifting, dipping, turning, beating, and whipping. Write the correct names in the blanks provided.



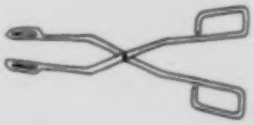
a. ____________________



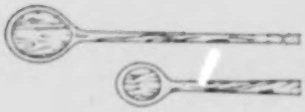
b. ____________________



c. ____________________



d. ____________________



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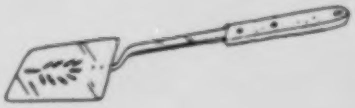

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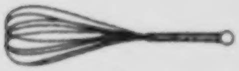

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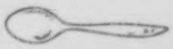

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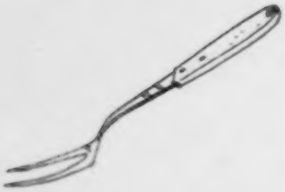
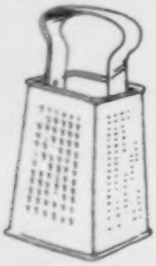


i. ____________________

2. Identify kitchen utensils and tools used for cutting, chopping, and mashing. Write the correct names in the blanks provided.



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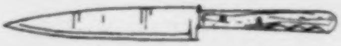

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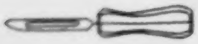

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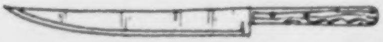

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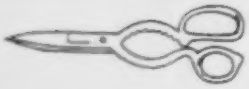

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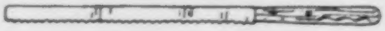

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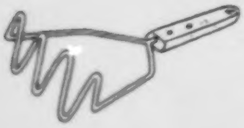

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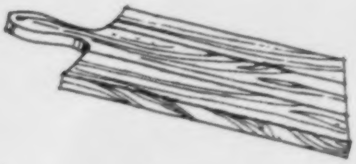

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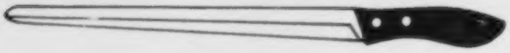
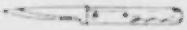
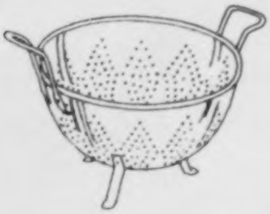
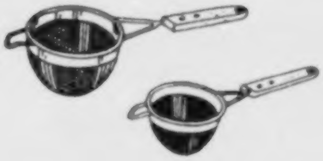




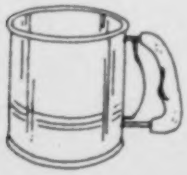
i. ______________________ j. ______________________

3. Identify kitchen utensils and tools used for draining, straining, and sifting.



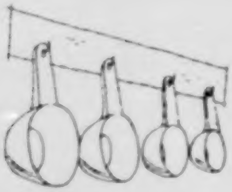


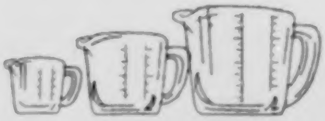
a. ______________________ b. ______________________



c. ______________________

4. Identify kitchen utensils and tools used for measuring.





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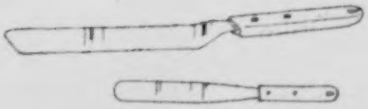
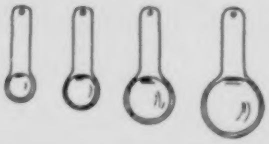
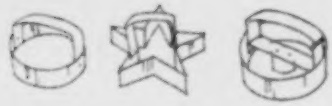


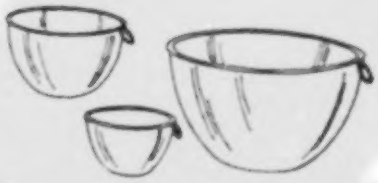


c. ______________________ d. ______________________

5. Identify kitchen utensils and tools used for cake and pastry making.



a. ____________________



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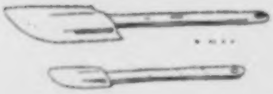

c. ____________________

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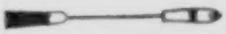

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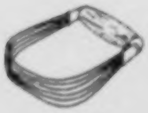
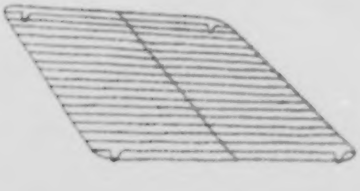


f. ____________________

6. Identify kitchen utensils and tools used for baking and oven cooking.



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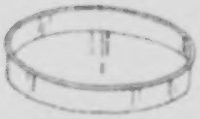

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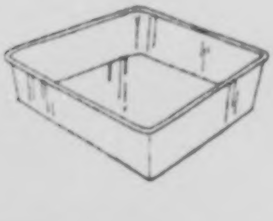

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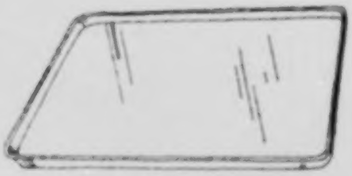

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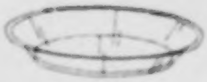

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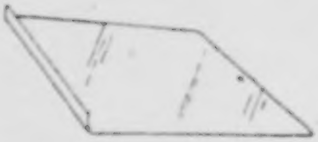

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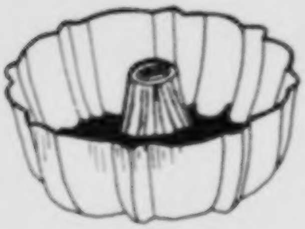

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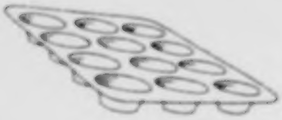

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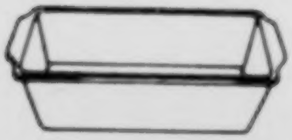
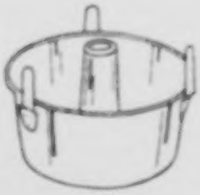


i. ____________________



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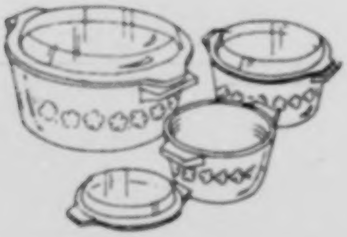
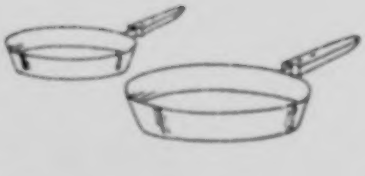


k. ____________________

7. Identify range-top cooking utensils.



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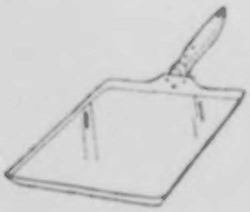

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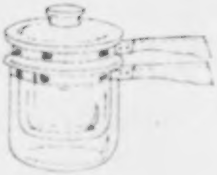

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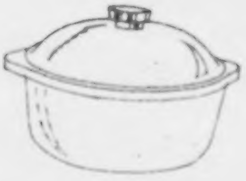

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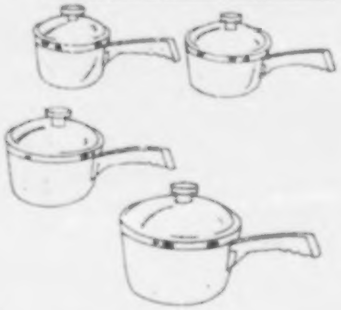
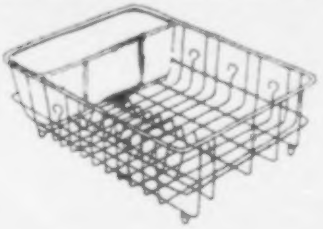


e. ____________________

8. Identify kitchen utensils and tools used for cleanup.



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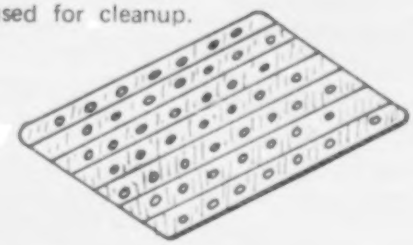

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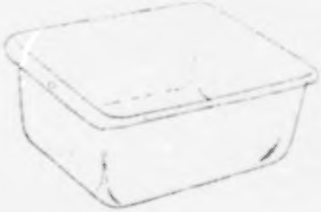

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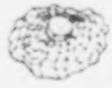

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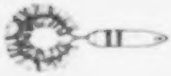
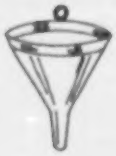
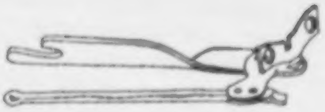


f. ____________________

9. Identify miscellaneous kitchen utensils and tools.





a. ______________________

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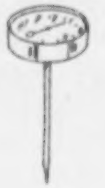

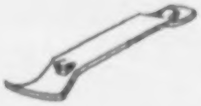

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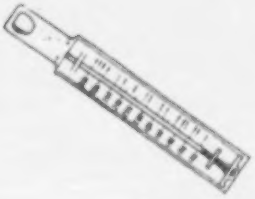

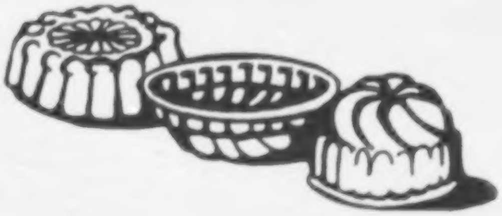

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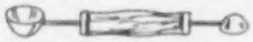


g. ______________________

10. Match the tools and utensils for stirring, lifting, dipping, turning, beating, and whipping to their correct uses. Place the appropriate numbers in the blanks provided.

______a. Used to lift soups, gravies, and sauces into servings

______b. Used to whip eggs or batter and to blend gravies, sauces, and soups

______c. Used for creaming, stirring, and mixing

______d. Used to spoon liquids over foods and to lift food, including its liquid, out of pan

______e. Used to lift food from liquid in which food was cooked

______f. Used to turn steaks, bacon, or chops while broiling and to remove corn on the cob and other vegetables from hot liquid

______g. Used for beating eggs, egg whites, or batter

______h. Used to turn meats, pancakes, vegetables, and fruits while browning

______i. Used to hold meats while slicing and to turn solid pieces of meat while browning and cooking

1. Cooking spoon
2. Ladle
3. Tongs
4. Two-tined fork
5. Turner
6. Rotary beater
7. Wire whisk or wire whip
8. Wooden spoon
9. Slotted spoon

11. Match the tools and utensils for cutting, chopping, and mashing to their correct uses. Place the appropriate numbers in the blanks provided. Terms and definitions are continued on the next page.

______a Used for slicing bread

______b. Used to core, peel, and section fruits and vegetables

______c. Used to chop, dice, and mince food

______d. Used for slicing roasts, hams, and thick, solid cuts of meat

______e. Used for paring vegetables and fruits, such as carrots, potatoes, and apples

1. French or chef's knife
2. Paring knife
3. Meat slicer
4. Bread knife
5. Peeler

_____f. Used for various kitchen cutting tasks

_____g. Used to section raw meat, poultry, or fish

_____h. Protects table top or counter when cutting food

_____i. Used to mash potatoes and other foods

_____j. Used to grate, shred, slice, and serrate foods, such as cabbage and cheese

6. Kitchen shears
7. Butcher knife
8. Cutting board
9. Potato masher
10. Grater

12. Match tools and utensils for draining, straining, and sifting to their correct uses.

_____a. Used to sift, aerate, and blend dry ingredients

_____b. Used for straining food which is too fine for colander

_____c. Used to rinse and drain salad greens and berries and to drain many cooked foods

1. Strainer or sieve
2. Colander
3. Flour sifter

13. Match measuring tools and utensils to their correct uses.

_____a. Used to measure solids and dry ingredients, such as fat, flour, and sugar

_____b. Used to level off ingredients when measuring and to spread frostings and sandwich fillings

_____c. Used to measure liquids

_____d. Used to measure small amounts of liquid or dry ingredients

1. Measuring spoons
2. Liquid measuring cups
3. Nested or graduated dry measuring cups
4. Straight-edged spatula (large and small)

14. Match tools and utensils for cake and pastry making to their correct uses.

_____a. Used to roll out cookies, rolls, and pastry

_____b. Used for scraping sides of utensils

_____c. Used for mixing and combining ingredients for many foods

_____d. Used to cut shortening into flour for pastries and biscuits

_____e. Used to brush melted shortening on pastry and dough and to spread thin icings

1. Pastry blender
2. Pastry brush
3. Rolling pin and cover
4. Rubber scraper
5. Mixing bowls
6. Cutters

_____f. Used to cut dough into various shapes and sizes

15. Match tools and utensils for baking and oven cooking to their correct uses.

_____a. Used for layer cakes

_____b. Used for coffee cakes, bar cookies, and one-layer cakes

_____c. Used to cool cakes and cookies

_____d. Used to bake bundt, streusel, and pound cakes

_____e. Used to bake thin sheet cakes

_____f. Used to bake angel food, sponge, and chiffon cakes

_____g. Used to bake muffins and rolls

_____h. Used for baking pies

_____i. Used to cook and serve various types of baked dishes

_____j. Used for baking cookies, rolls, and biscuits

_____k. Used to bake bread, meat loaf, and pound cakes

1. Wire cooling rack
2. Round cake pan
3. Jelly roll pan
4. Square cake pan
5. Bundt pan
6. Baking or casserole dishes
7. Loaf pan
8. Angel food cake pan
9. Muffin pan
10. Cookie sheet
11. Pie pan

16. Match range-top cooking utensils to their correct uses.

_____a. Used for cooking foods in small amount of fat

_____b. Used for cooking sauces, vegetables, and many other foods

_____c. Used to cook pancakes and to grill sandwiches

_____d. Used when temperature must be kept below boiling and to keep food warm without overcooking

_____e. Used for braising meats and poultry

1. Skillet
2. Griddle
3. Double boiler
4. Saucepan
5. Dutch oven

17. Match clean-up tools and utensils to their correct uses.

______a. Used for draining washed dishes and utensils

______b. Used to protect sink surface

______c. Used to clean vegetables and fruits

______d. Used for liquids and for washing dishes

______e. Used to clean stubborn food soil on pans

______f. Used for cleaning bottles

1. Bottle brush
2. Vegetable brush
3. Scouring pad or brush
4. Dishpan
5. Dish drainer
6. Sink liner

18. Match miscellaneous tools and utensils to their correct uses.

______a. Used for geletin salads and fancy desserts

______b. Used to divide soft food, such as canteloupe or watermelon, into small balls for fruit cups

______c. Used to open canned foods

______d. Used to open bottles

______e. Used to check temperature of fat used for frying and sugar syrup for candy making

______f. Used to determine doneness of roasts and poultry while cooking

______g. Used for filling bottles and jars

1. Bottle opener
2. Can opener
3. Melon-ball cutter
4. Molds
5. Funnel
6. Meat thermometer
7. Deep-fat/candy thermometer

19. Describe the general care for kitchen utensils and tools.

____

____

____

20. Complete the chart below on procedures for care of cookware. Write the correct type of cookware in the blank agreeing with the method or methods of cookware care.

TYPE OF COOKWARE	PROCEDURES FOR CARE OF COOKWARE
	Wipe with sponge or lightly dampened paper towel. Use chrome cleaner or scratchless cleaning powder if grime does accumulate.
	Read and follow manufacturer's directions.

TYPE OF COOKWARE	PROCEDURES FOR CARE OF COOKWARE
	BEFORE the first use thoroughly wash with mild soap and coat with unsalted fat. Wash with mild soap or detergent in warm water. DO NOT SCOUR because seasoning can be removed and pitting will occur.
	Wash in warm soapy water. Avoid use of abrasives.
	Wash in warm water with mild soap or detergent. To remove stains, fill pan with enough water to cover stains. For every quart of water, stir in two tablespoons cream of tartar and simmer for twenty minutes. Let pan stand until cold and scour with steel wool soap pads. Store uncovered because trapped moisture will produce white spots.
	Wash in warm water with mild soap or detergent. Dry promptly to prevent formation of white water spots.
	BEFORE first use wash thoroughly in warm water, dry well, wipe with cooking oil, and remove oil with paper towel. After using, wash pan with soap and water, rinse, and dry. Use wooden spoons and rubber spatulas to prevent scratches.

21. Describe the proper storage principles for kitchen utensils and tools.

____

____

____

22. Name two ways to measure accurately.

a. ____________________________________

b. ____________________________________

23. Demonstrate the ability to:

    a. Measure flour.

    b. Measure brown sugar.

    c. Measure small amounts of ingredients.

    d. Measure liquid.

    e. Measure shortening.

    (NOTE: If the above performance activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

KITCHEN UTENSILS AND TOOLS
UNIT III

ANSWERS TO TEST

(NOTE: The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. Identify kitchen utensils and tools used for stirring, lifting, dipping, turning, beating, and whipping. Write the correct names in the blanks provided. (9 points)

   a. Ladle
   b. Slotted spoon
   c. Rotary beater
   d. Tongs
   e. Wooden spoon
   f. Turner
   g. Wire whisk or wire whip
   h. Cooking spoon
   i. Two-tined fork

2. Identify kitchen utensils and tools used for cutting, chopping, and mashing. Write the correct names in the blanks provided. (10 points)

   a. Grater
   b. French or chef's knife
   c. Peeler
   d. Butcher knife
   e. Kitchen shears
   f. Bread knife
   g. Potato masher
   h. Cutting board
   i. Meat slicer
   j. Paring knife

3. Identify kitchen utensils and tools used for draining, straining, and sifting. (3 points)

   a. Colander
   b. Strainer or sieve
   c. Flour sifter

4. Identify kitchen utensils and tools used for measuring. (4 points)

   a. Nested or graduated dry measuring cups
   b. Liquid measuring cups
   c. Straight-edged spatula (large and small)
   d. Measuring spoons

5. Identify kitchen utensils and tools used for cake and pastry making. (6 points)
    a. Cutters
    b. Mixing bowls
    c. Rubber scraper
    d. Rolling pin and cover
    e. Pastry brush
    f. Pastry blender

6. Identify kitchen utensils and tools used for baking and oven cooking. (11 points)
    a. Wire cooling rack
    b. Round cake pan
    c. Square cake pan
    d. Jelly roll pan
    e. Pie pan
    f. Cookie sheet
    g. Bundt pan
    h. Muffin pan
    i. Loaf pan
    j. Angel food cake pan
    k. Baking or casserole dishes

7. Identify range-top cooking utensils. (5 points)
    a. Skillets
    b. Griddle
    c. Double boiler
    d. Dutch oven
    e. Saucepans

8. Identify kitchen utensils and tools used for cleanup. (6 points)
    a. Dish drainer
    b. Sink liner
    c. Dishpan
    d. Scouring pad or brush
    e. Bottle brush
    f. Vegetable brush

9. Identify miscellaneous kitchen utensils and tools. (7 points)
    a. Funnel
    b. Can opener
    c. Meat thermometer
    d. Bottle opener
    e. Deep-fat/candy thermometer
    f. Molds
    g. Melon ball cutter

10. Match the tools and utensils for stirring, lifting, dipping, turning, beating, and whipping to their correct uses. Place the appropriate numbers in the blanks provided. (9 points)

2 a. Used to lift soups, gravies, and sauces into servings

7 b. Used to whip eggs or batter and to blend gravies, sauces, and soups

8 c. Used for creaming, stirring, and mixing

1 d. Used to spoon liquids over foods and to lift food, including its liquid, out of pan

9 e. Used to lift food from liquid in which food was cooked

3 f. Used to turn steaks, bacon, or chops while broiling and to remove corn on the cob and other vegetables from hot liquid

6 g. Used for beating eggs, egg whites, or batter

5 h. Used to turn meats, pancakes, vegetables, and fruits while browning

4 i. Used to hold meats while slicing and to turn solid pieces of meat while browning and cooking

1. Cooking spoon
2. Ladle
3. Tongs
4. Two-tined fork
5. Turner
6. Rotary beater
7. Wire whisk or wire whip
8. Wooden spoon
9. Slotted spoon

11. Match the tools and utensils for cutting, chopping, and mashing to their correct uses. Place the appropriate numbers in the blanks provided. Terms and definitions are continued on the next page. (10 points)

4 a. Used for slicing bread

2 b. Used to core, peel, and section fruits and vegetables

1 c. Used to chop, dice, and mince food

3 d. Used for slicing roasts, hams, and thick, solid cuts of meat

5 e. Used for paring vegetables and fruits, such as carrots, potatoes, and apples

1. French or chef's knife
2. Paring knife
3. Meat slicer
4. Bread knife
5. Peeler

__6__ f. Used for various kitchen cutting tasks

__7__ g. Used to section raw meat, poultry, or fish

__8__ h. Protects table top or counter when cutting food

__9__ i. Used to mash potatoes and other foods

__10__ j. Used to grate, shred, slice, and serrate foods, such as cabbage and cheese

6. Kitchen shears
7. Butcher knife
8. Cutting board
9. Potato masher
10. Grater

12. Match tools and utensils for draining, straining, and sifting to their correct uses. (3 points)

__3__ a. Used to sift, aerate, and blend dry ingredients

__1__ b. Used for straining food which is too fine for colander

__2__ c. Used to rinse and drain salad greens and berries and to drain many cooked foods

1. Strainer or sieve
2. Colander
3. Flour sifter

13. Match measuring tools and utensils to their correct uses. (4 points)

__3__ a. Used to measure solids and dry ingredients, such as fat, flour, and sugar

__4__ b. Used to level off ingredients when measuring and to spread frostings and sandwich fillings

__2__ c. Used to measure liquids

__1__ d. Used to measure small amounts of liquid or dry ingredients

1. Measuring spoons
2. Liquid measuring cups
3. Nested or graduated dry measuring cups
4. Straight-edged spatula (large and small)

14. Match tools and utensils for cake and pastry making to their correct uses. (6 points)

__3__ a. Used to roll out cookies, rolls, and pastry

__4__ b. Used for scraping sides of utensils

__5__ c. Used for mixing and combining ingredients for many foods

__1__ d. Used to cut shortening into flour for pastries and biscuits

1. Pastry blender
2. Pastry brush
3. Rolling pin and cover
4. Rubber scraper

__2__ e. Used to brush melted shortening on pastry and dough and to spread thin icings

__6__ f. Used to cut dough into various shapes and sizes

5. Mixing bowls
6. Cutters

15. Match tools and utensils for baking and oven cooking to their correct uses. (11 points)

__2__ a. Used for layer cakes

__4__ b. Used for coffee cakes, bar cookies, and one-layer cakes

__1__ c. Used to cool cakes and cookies

__5__ d. Used to bake bundt, streusel, and pound cakes

__3__ e. Used to bake thin sheet cakes

__8__ f. Used to bake angel food, sponge, and chiffon cakes

__9__ g. Used to bake muffins and rolls

__11__ h. Used for baking pies

__6__ i. Used to cook and serve various types of baked dishes

__10__ j. Used for baking cookies, rolls, and biscuits

__7__ k. Used to bake bread, meat loaf, and pound cakes

1. Wire cooling rack
2. Round cake pan
3. Jelly roll pan
4. Square cake pan
5. Bundt pan
6. Baking or casserole dishes
7. Loaf pan
8. Angel food cake pan
9. Muffin pan
10. Cookie sheet
11. Pie pan

16. Match range-top cooking utensils to their correct uses. (5 points)

__1__ a. Used for cooking foods in small amount of fat

__4__ b. Used for cooking sauces, vegetables, and many other foods

__2__ c. Used to cook pancakes and to grill sandwiches

__3__ d. Used when temperature must be kept below boiling and to keep food warm without overcooking

__5__ e. Used for braising meats and poultry

1. Skillet
2. Griddle
3. Double boiler
4. Saucepan
5. Dutch oven

17. Match clean-up tools and utensils to their correct uses. (6 points)

__5__ a. Used for draining washed dishes and utensils

__6__ b. Used to protect sink surface

__2__ c. Used to clean vegetables and fruits

__4__ d. Used for liquids and for washing dishes

__3__ e. Used to clean stubborn food soil on pans

__1__ f. Used for cleaning bottles

1. Bottle brush
2. Vegetable brush
3. Scouring pad or brush
4. Dishpan
5. Dish drainer
6. Sink liner

18. Match miscellaneous tools and utensils to their correct uses. (7 points)

__4__ a. Used for gelatin salads and fancy desserts

__3__ b. Used to divide soft food, such as canteloupe or watermelon, into small balls for fruit cups

__2__ c. Used to open canned foods

__1__ d. Used to open bottles

__7__ e. Used to check temperature of fat used for frying and sugar syrup for candy making

__6__ f. Used to determine doneness of roasts and poultry while cooking

__5__ g. Used for filling bottles and jars

1. Bottle opener
2. Can opener
3. Melon-ball cutter
4. Molds
5. Funnel
6. Meat thermometer
7. Deep-fat/candy thermometer

19. Describe the general care for kitchen utensils and tools. (6 points)

a. Follow manufacturer's directions

b. Clean promptly after each use

c. Use utensils and tools only for purpose(s) intended

d. Store promptly in assigned place

e. Avoid filling hot utensils with cold water to prevent warping

20. Complete the chart below on procedures for care of cookware. Write the correct type of cookware in the blank agreeing with the method or methods of cookware care. (14 points)

TYPE OF COOKWARE	PROCEDURES FOR CARE OF COOKWARE
Chrome	Wipe with sponge or lightly dampened paper towel. Use chrome cleaner or scratchless cleaning powder if grime does accumulate.
Ceramic	Read and follow manufacturer's directions.
Cast iron	BEFORE the first use thoroughly wash with mild soap and coat with unsalted fat. Wash with mild soap or detergent in warm water. DO NOT SCOUR because seasoning can be removed and pitting will occur.
Oven glassware	Wash in warm soapy water. Avoid use of abrasives.
Aluminum	Wash in warm water with mild soap or detergent. To remove stains, fill pan with enough water to cover stains. For every quart of water, stir in two tablespoons cream of tartar and simmer for twenty minutes. Let pan stand until cold and scour with steel wool soap pads. Store uncovered because trapped moisture will produce white spots.
Stainless steel	Wash in warm water with mild soap or detergent. Dry promptly to prevent formation of white water spots.
Non-stick surface	BEFORE first use wash thoroughly in warm water, dry well, wipe with cooking oil, and remove oil with paper towel. After using, wash pan with soap and water, rinse, and dry. Use wooden spoons and rubber spatulas to prevent scratches.

21. Describe the proper storage principles for kitchen utensils and tools. (6 points)

a. Place of first use

b. Easy to see

c. Easy to reach

22. Name two ways to measure accurately. (2 points)

    a. Weighing

    b. Standard measuring cups and spoons

23. Demonstrate the ability to:

    a. Measure flour. (10 points)

    b. Measure brown sugar. (10 points)

    c. Measure small amounts of ingredients. (10 points)

    d. Measure liquid. (10 points)

    e. Measure shortening. (10 points)

(NOTE: The above performance activities should be evaluated to the satisfaction of the instructor.)

USING A RECIPE
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to evaluate recipes, make a time-work plan, convert recipes, and use a recipe. This knowledge will be evidenced by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with using a recipe to the correct definitions.
2. Match mixing techniques to the correct descriptions.
3. Match cutting techniques to the correct descriptions.
4. Match cooking techniques to the correct descriptions.
5. Write recipe abbreviations used for weights, measures, time, and oven temperatures.
6. Match oven temperatures to oven dial settings.
7. Match common household measures used in recipes to their equivalents.
8. Arrange in order the steps for successful recipe use.
9. Evaluate recipes.
10. Make a time-work plan.
11. Convert recipes.
12. Use a recipe.

USING A RECIPE
UNIT IV

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. STRESS objectives 2, 3, 4, and 5. Students need to master these to enter commercial foods class; play Charades, Concentration, or Bingo to drill students.

   F. Have students examine cookbooks, magazines, newspapers, and other available publications that feature recipes. Mark recipe terms in some way. Discuss which cookery terms appear in meat, bread, cake, and milk recipes and which cookery terms appear in two or more of the different food recipes.

   (NOTE: The winner(s) could be the student(s) who found the highest number of recipe/cookery terms or the lowest number of recipes with the most terms.)

   G. Play "pairs" for teaching or reviewing common equivalents and abbreviations.

   (NOTE: Cover playing cards with white paper or spray with white paint. Write abbreviations and equivalents on face of cards. Cover with clear contact paper to increase durability.)

   H. Make and use flash cards to teach common equivalents and abbreviations.

   I. Invite resource person to demonstrate how proper use of equipment and proper techniques cannot only save time and energy but also improve quality of end-product.

   Example: Do not preheat oven; saves energy and cake will not have round top

   J. Stress METRICATION!

   K. Provide metric measuring utensils.

   L. Use Assignment Sheet #4 as home experience.

   M. Give test.

   N. Reteach if necessary.

II. Unit references:

A. Ray, Mary Frey, and Lewis, Evelyn Jones. *Exploring Professional Cooking.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1976.

B. Medved, Eva. *The World of Food.* Lexington, Massachusetts: Ginn and Company, 1970.

C. Clements, Irene, and Coffey, Judy. *Home Economics I: Basic Core Curriculum.* Stillwater: Oklahoma State Department of Vocational and Technical Education, 1972.

USING A RECIPE
UNIT IV

INFORMATION SHEET

I. Terms and definitions

   A. Recipe--Directions for preparing a food

      (NOTE: Each recipe has two important parts: list of ingredients used and directions for combining.)

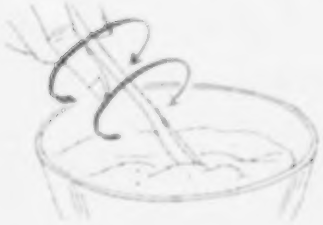
   B. Standard or tested recipe--Recipe that has been worked out in detail and thoroughly tested for accuracy and acceptability

   C. Ingredient--Food item required for a specific task, job, or recipe

   D. Yield--Number of servings to be expected from a recipe

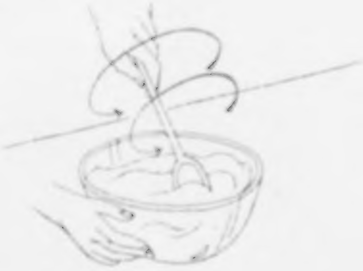
II. Mixing techniques and descriptions

   A. Beat--Mix with an over-and-over motion using a spoon, rotary beater, or electric mixer



   B. Blend or combine--Mix several ingredients so that they are well combined but not beaten

   C. Cream--Soften and blend until smooth and light by mixing with a spoon or electric mixer

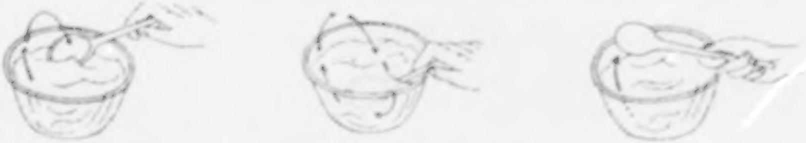


INFORMATION SHEET

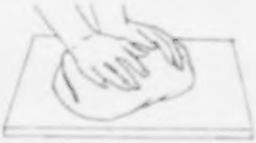
D. Cut in--Cut fat into dry ingredients until mixture is in very small pieces

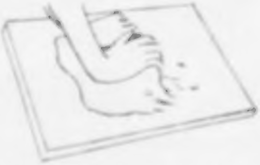
E. Fold in--Insert edge of spoon vertically down through the middle of the mixture; slide the spoon across the bottom of the bowl; bring it up with some of the mixture; fold over on top of the remainder until all is evenly mixed

(NOTE: This mixing technique is used to combine a delicate mixture, such as beaten egg whites or whipped cream, with a solid material.)



F. Knead--Manipulate by folding dough forward, pushing dough, and rolling it back with the heel of the hand





G. Sift--Put dry ingredients (flour, powdered sugar) through a sifter or a fine sieve to aerate

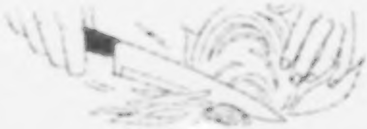
H. Stir--Mix ingredients with circular motion

I. Whip--Beat rapidly with rotary beater, electric mixer, or wire whip to incorporate air and make light and fluffy

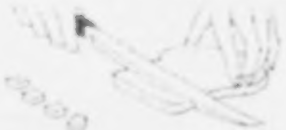
Examples: Whipped cream or egg whites

III. Cutting techniques and descriptions

A. Chop--Cut into small irregularly shaped pieces



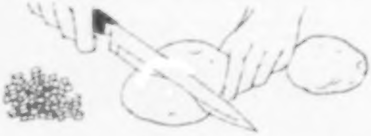
B. Cube--Cut into small pieces about 12.5 mm (1/2 in) in size



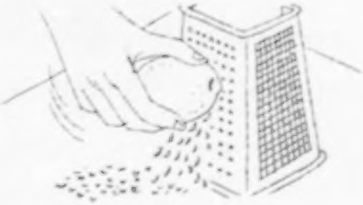
C. Cut--Divide foods into smaller pieces with a knife or with scissors

INFORMATION SHEET

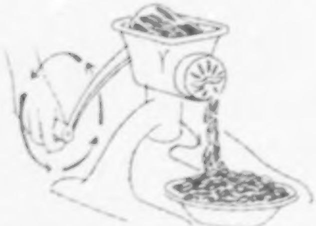
D. Dice--Cut into very small pieces about 6 mm (1/4 in) in size



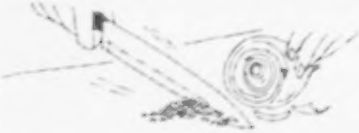
E. Grate--Rub food, such as lemon or orange peel, against grater to obtain fine particles



F. Grind--Cut by putting food through a food chopper or grinder



G. Mince--Cut into very small pieces, about 6 mm (1/4 in) or less

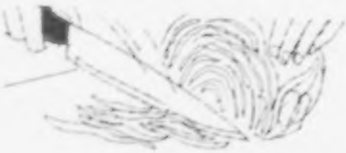


H. Pare--Trim away, usually with paring knife or vegetable peeler, a thin outside skin or covering

Examples: Potatoes, apples, carrots

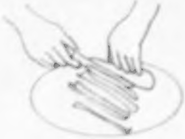
(CAUTION: Since most nutrients are in this layer, cut away the smallest amount possible.)

I. Shred--Tear or cut into thin pieces or strips



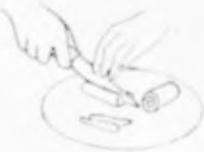
INFORMATION SHEET

J. Sliver--Cut in long, thin pieces, smaller than 6 mm (1/4 in)



K. Julienne--Cut in long thin strips, approximately 6 mm (1/4 in) thick

Example: Potatoes, green beans

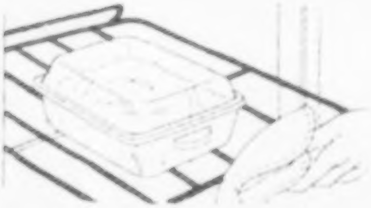


L. Peel--Strip away, usually by hand, outside skin or covering

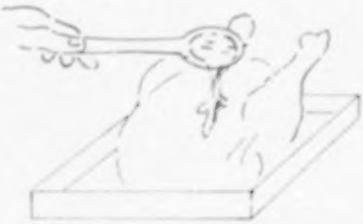
Examples: Banana, orange

IV. Cooking techniques and descriptions

A. Bake--Cook in an oven or oven-type appliance in a covered or uncovered pan with dry heat



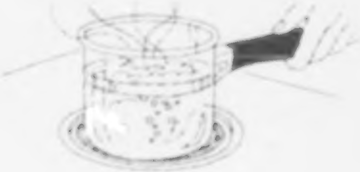
B. Baste--Spoon drippings or other liquid over food while cooking



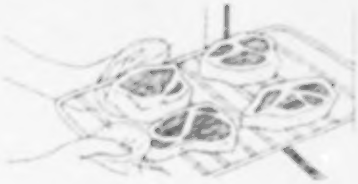
C. Barbecue--Roast meat or poultry slowly over coals on a spit or in the oven, basting it often with sauce

INFORMATION SHEET

D. Boil--Cook in liquid, usually water, in which bubbles rise constantly, break on surface continuously, and give off steam (100°C or 212°F)



E. Broil--Cook under direct heat or over coals

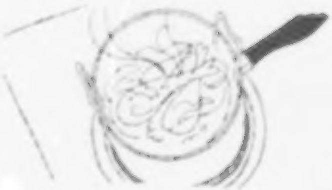


F. Brown--Make the surface of the food brown in color by frying, broiling, toasting, or baking

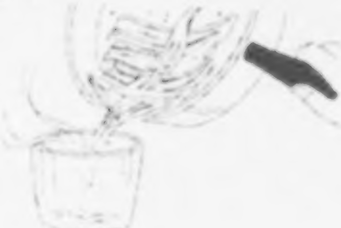
G. Chill--Place food in refrigerator until cold

H. Deep-fat fry--Cook in fat which completely covers the food

(NOTE: Deep-fat fry is sometimes referred to as french-fried.)



I. Drain--Pour off liquid

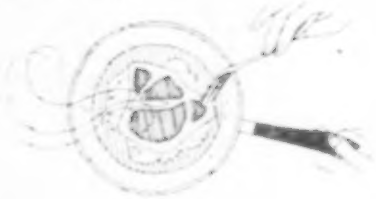


J. Dredge--Coat the surface with substance such as flour, milk, meal, or bread crumbs

INFORMATION SHEET

K. Freeze--Lower the temperature of food below 0°C or 32°F

L. Fry--Cook in hot fat

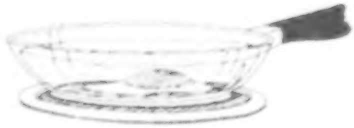


M. Garnish--Add decorative touches to foods/meals

Examples: Carrot curls, parsley sprigs, radish roses, grated cheese

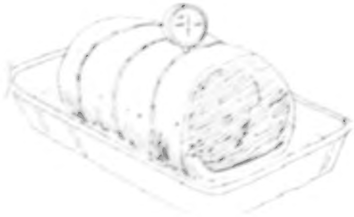
N. Parboil--Boil in water until partially cooked

O. Poach--Cook gently in hot liquid below the boiling point

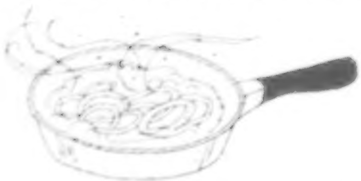


P. Preheat--Heat a pan, broiler, or oven to desired temperature before cooking the food

Q. Roast--Cook by dry heat, uncovered in oven



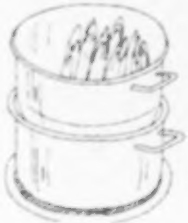
R. Sauté--Cook over direct heat uncovered in small amount of fat, butter, or oil



S. Scald--Heat a liquid to point where tiny bubbles appear around edges of container; pour boiling water over food or dip food briefly into boiling water

INFORMATION SHEET

T. Steam--Cook over steam rising from boiling water



U. Simmer--Cook in liquid just below boiling point (90-95°C or 185-210°F)

(NOTE: The bubbles rise to the surface slowly.)

V. Steep--Cover with boiling water and let stand without additional heating until flavor and color is extracted, as for tea

W. Stew--Cook long and slowly in liquid

X. Toast--Brown by direct heat in toaster or in oven

V. Recipe abbreviations

(NOTE: To save time certain abbreviations are commonly used in recipes. An abbreviation is a shortened form of a word.)

A. Ounce--oz

B. Pound--lb or #

C. Few grains--fg

D. Speck--spk

E. Teaspoon--t or tsp

F. Tablespoon--T or Tbsp

G. Gram--g

H. Kilogram--kg

I. Liter--L

J. Milliliter--mL

K. Cup--C or c

L. Pint--pt

M. Quart--qt

N. Gallon--gal

INFORMATION SHEET

- O. Minute--min
- P. Hour--h
- Q. Second--s
- R. Degrees Celsius--°C
- S. Degrees Fahrenheit--°F
- T. Moderate oven--mod oven

VI. Oven temperatures and oven dial settings

- A. Very slow--120-135°C or 250-275°F
- B. Low or slow--150-165°C or 300-325°F
- C. Moderate--175-190°C or 350-375°F
- D. Hot or quick--200-220°C or 400-425°F
- E. Very hot--230-245°C or 450-475°F

VII. Equivalents of common household measures

- A. 1/8 t = 0.6 mL
- B. 1/4 t = 1.25 mL
- C. 1/2 t = 2.5 mL
- D. 1 t = 5 mL
- E. 1 T = 3 t
- F. 1 T = 15 mL
- G. Typical coffee measure = 25 mL
- H. 1 c = 16 T
- I. 1 c = 250 mL
- J. 1 c = 8 fl oz
- K. 1 T = 2 fl oz
- L. 1 pt = 2 c
- M. 1 pt = 500 mL
- N. 1 qt = 2 pt

INFORMATION SHEET

O. 1 qt = 1 000 mL

P. 1 gal = 4 qt

Q. 1 oz = 28.3 g

R. 1 lb = 16 oz

S. 35.2 oz or 2.2 lb = 1 kg

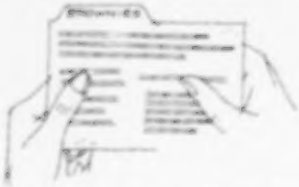
T. spk = less than 1/8 t or 0.6 mL

U. fg = less than 1/8 t or 0.6 mL

V. pinch = less than 1/8 t or 0.6 mL

VIII. Steps for successful recipe use (Assignment Sheet #4)

A. Read recipe carefully

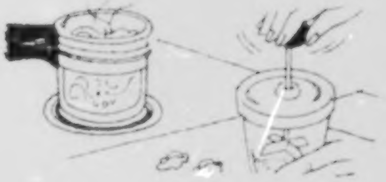


B. Get your ingredients together to be sure you have them all

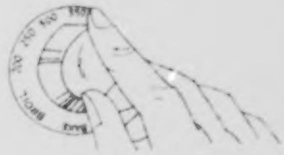
C. Collect utensils; gather together all you will need

INFORMATION SHEET

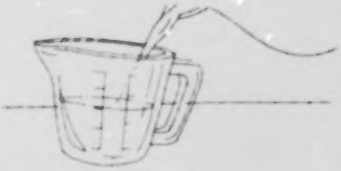
D. Complete preparation of ingredients, such as chopping nuts or melting chocolate



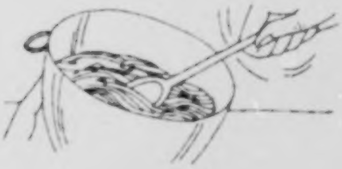
E. Set oven at desired temperature so that it can be preheated to proper temperature



F. Measure exactly

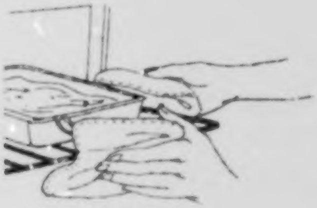


G. Mix carefully, following every direction exactly



H. Bake or cook as directed for perfect results

(NOTE: Center cooking utensil in oven for better circulation of air and quality of product.)



USING A RECIPE
UNIT IV

ASSIGNMENT SHEET #1--EVALUATE RECIPES

Carefully selected recipes can save time and energy and prevent food waste. For example, listing dry ingredients first and then liquid ingredients will minimize the number of measuring utensils needed since the same utensil can be used for measuring more than one ingredient.

Additional facts included in a good standardized recipe which can influence the success or failure of a product are:

- Proportion of ingredients
- Method of mixing
- Size of pan or utensil 20-cm (8-in) square, 2-L (2-qt) casserole, or 22.5-cm (9-in) cake pan
- Preparation of pan (greasing, flouring, or lining with paper)
- Baking or cooking temperature (medium heat or a specific temperature such as 175°C or 350°F)
- Baking or cooking time (20-25 minutes)
- Description of food when baking or cooking is completed ("fork tender" for vegetables or "knife comes out clean" for custards)
- Number of servings or yield (4 to 5 servings or 2 1/2 dozen rolls)

Using the information above plus the information given in the unit, evaluate the recipes on the next page to answer the following questions:

1. Which recipe is better?

2. Recipe _____ is good because ____

____

____

____

____

3. Recipe _____ is poor because ____

____

____

____

____

ASSIGNMENT SHEET #1

BUTTERMILK CORN BREAD

Mix up an egg, about 500 mL (2 cups) of buttermilk, 30 mL (2 T) shortening. Then, mix together small amount of salt and soda, plus a pinch of baking powder, 62.5 mL (1/4 cup) flour, and 437 mL (1 3/4 cup) cornmeal. Add dry ingredients to liquid mixture. Stir. Pour into pan and bake in hot oven until done.

CORN BREAD

12 servings

312.5 mL (1 1/4 c) cornmeal
187.5 mL (3/4 c) sifted all-purpose flour
62.5 mL (1/4 c) sugar
15 mL (1 T) baking powder
2.5 mL (1/2 t) salt
1 egg
250 mL (1 c) milk
62.5 mL (1/4 c) vegetable oil or bacon drippings

1. Sift together cornmeal, flour, sugar, baking powder, and salt.
2. Beat egg well, add milk and fat, and mix thoroughly.
3. Pour liquid mixture into flour mixture, stirring lightly until flour mixture is just moistened.
4. Fill greased pan (square, round, or muffin) one-half to two-thirds full.
5. Bake in hot oven (200°C or 400°F) for 20 to 25 minutes or until brown.
6. Cut as desired and serve hot.

USING A RECIPE
UNIT IV

ASSIGNMENT SHEET #2--MAKE A TIME-WORK PLAN

Before you begin to work in the kitchen, you need to arrange your work for preparing a single dish or a meal into a time-work plan. The steps in food preparation are to decide which foods you wish to make, find the recipes, check your supplies, prepare a grocery list, and establish a time-work plan.

On your time-work schedule, list the foods you wish to prepare, the food supplies needed, the steps or activities in preparing the food, the utensils and equipment needed, the order in which you will perform the activities, and the time required to do them.

Choose or plan a menu and use the sample time-work plan on the following page as a guide for preparing your own work plan.

ASSIGNMENT SHEET #2

TIME-WORK PLAN

Food to Prepare: Cocoa Drop Cookies

Food Supplies Needed:

All-purpose flour 437.5 mL (1 3/4 c)
Soda 2.5 mL (1/2 t)
Salt 2.5 mL (1/2 t)
Cocoa 125 mL (1/2 c)
Shortening 125 mL (1/2 c)
Sugar 250 mL (1 c)
Egg (1 egg)
Buttermilk 187.5 mL (3/4 c)
Vanilla 5 mL (1 t)

Utensils Needed:

Set of graduated measuring cups
Glass measuring cup
Set of measuring spoons
Flour sifter
Spatula and rubber scraper
2 sheets paper for sifting
Medium mixing bowl
Wooden mixing spoon
Metal spoon to lift flour and pack shortening
Spoon to drop cookies
2 cookie sheets
2 racks to cool cookies
Container to store cookies

Order of Work:		Time in Minutes
1.	Assemble utensils and ingredients	3
2.	Measure all ingredients	5
3.	Set oven at 200°C or 400°F; check rack position	1
4.	Mix cookies a. Soften shortening in bowl with wooden spoon b. Add sugar and egg and beat thoroughly c. Add milk and vanilla and stir d. Sift flour, soda, salt, and cocoa into bowl with shortening and stir to blend	5
5.	Bake cookies a. Drop rounded spoonfuls on cookie sheet about 5 cm (1 in) apart. Bake 8 to 10 minutes. b. As cookies bake drop dough on second cookie sheet and begin to clean up. c. Bake second sheet of cookies. Remove baked cookies to cooling rack. Continue cleanup. d. After cooking, store baked cookies in covered jar or container.	25
	Estimated total time	39

ASSIGNMENT SHEET #2

TIME-WORK PLAN

Name ______________________

Food to Prepare: __________

Kitchen ______________________

Food Supplies Needed:

______________________ ______________________
______________________ ______________________
______________________ ______________________
______________________ ______________________
______________________ ______________________
______________________ ______________________

Utensils Needed:

______________________ ______________________
______________________ ______________________
______________________ ______________________
______________________ ______________________
______________________ ______________________
______________________ ______________________

	Order of Work	Time in Minutes
1.		
2.		
3.		
4.		
5.		
6.		
7.		

USING A RECIPE
UNIT IV

ASSIGNMENT SHEET #3--CONVERT RECIPES

If you expect to serve a different number than the recipe calls for, you must convert the recipe to the yield you want. To convert means to change. When you convert a recipe, you change the quantity of EACH ingredient. You either increase or decrease it by the same amount as you wish to increase or decrease the yield.

To halve a recipe, use exactly one-half the amount of each ingredient.

Example: 1/2 x 250 mL = 125 mL

1/2 x 3 tablespoons = 1 1/2 tablespoons or
1 tablespoon plus
1 1/2 teaspoons

(NOTE: If the divided recipe calls for less than one egg, beat a whole egg. Using a tablespoon, divide the beaten egg evenly into two custard or tea cups.)

To double a recipe, use exactly twice the amount of each ingredient.

Example: 2 x 250 mL = 500 mL

2 x 3 tablespoons = 6 tablespoons or 1/4 c plus 2 T

REMEMBER!!!
16 tablespoons = 1 cup
1 tablespoon = 3 teaspoons
1/2 tablespoon = 1 1/2 teaspoons

(NOTE: WHEN YOU DIVIDE A RECIPE OR DOUBLE A RECIPE, WRITE DOWN THE REDUCED OR INCREASED VERSION!!! DOUBLE-CHECK YOUR ARITHMETIC. If ingredients do not divide evenly, you may want to make the whole recipe and freeze half to use later. Also, express amounts in the most convenient unit of measurement.)

1. Change each of the following ingredients to accommodate yield change from 100 to 500. Remember to convert to the largest measurement.

   (NOTE: Show your arithmetic!)

   a. 8 oz apples ______________________________

   b. 2 c bananas ______________________________

   c. 6 qt pears ______________________________

   d. 4 pt oranges ______________________________

ASSIGNMENT SHEET #3

2. Change each of the following recipe ingredients to accommodate yield change from 12 to 6.

(NOTE: Show your arithmetic!)

a. 3 c flour

b. 1 T soda

c. 3/4 c milk

d. 2 t salt

3. Use the following recipe for Baked Cheese Fondue to accommodate the indicated yields in Column A and Column B.

a--Need 2 servings

Baked Cheese Fondue

1 cup soft bread crumbs
1 cup grated American cheese
1/2 teaspoon salt
Few grains pepper
1 tablespoon margarine, melted
3 eggs separated
1 cup milk

Yield: 4

b--Need 12 servings

4. This recipe for a marinated vegetable salad makes enough for 8 people. Assume your class or group is having a picnic, and you need to make a salad to feed 32 people. How much of each of these ingredients will you need? Express amounts in the most convenient unit of measurement. For example: 1 000 mL = 1 liter.

Marinated Vegetable Salad (serves 8 people)	For 32 people
250 mL vinegar	
175 mL sugar	
125 mL salad oil	
5 mL salt	

ASSIGNMENT SHEET #3

250 g frozen beans ______________________

125 g canned peas ______________________

5 g onion, chopped ______________________

USING A RECIPE
UNIT IV

ASSIGNMENT SHEET #4--USE A RECIPE

Select or plan a menu, prepare a time-work plan, and use a recipe to prepare one of the dishes in the menu.

ASSIGNMENT SHEET #4

TIME-WORK PLAN

Name ____________________

Food to Prepare: ____________________

Kitchen ____________________

Food Supplies Needed:

Utensils Needed:

Order of Work	Time in Minutes
1.	
2.	
3.	
4.	
5.	
6.	
7.	

USING A RECIPE
UNIT IV

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

1. Poor or less than adequate recipe--Lacks the list of ingredients; fails to explain description of food; does not indicate size of pan or yield; does not include exact proportion of ingredients; unclear mixing instructions (e.g., stir--until well mixed or until moist?); gives liquid ingredients first; does not include instructions for preparation of pan or cooking time

2. Good or adequate recipe--Lists all ingredients (dry first, then liquid); indicates size of cooking utensil, preparation of pan, baking and cooking temperatures, and yield; describes food as it should appear

Assignment Sheet #3

1. a. 2 1/2 lbs apples

   b. 2 qt plus 1 pt bananas

   c. 7 1/2 gal pears

   d. 2 1/2 gal oranges

2. a. 1 1/2 c flour

   b. 1 1/2 t soda

   c. 3 oz milk

   d. 1 t salt

3. a. 1/2 cup soft bread crumbs
   1/2 cup grated American cheese
   1/4 teaspoon salt
   Few grains pepper
   1 1/2 teaspoons margarine, melted
   1 1/2 eggs
   1/2 cup milk

   (NOTE: Break one egg, beat, divide evenly using a tablespoon and two custard cups.)

   b. 3 cups soft bread crumbs
   3 cups grated American cheese
   1 1/2 teaspoons salt
   Few grains pepper
   3 tablespoons margarine, melted
   9 eggs, separated
   3 cups milk

4. 1 L vinegar
   700 mL sugar
   500 mL salad oil
   20 mL salt
   1 kg frozen beans
   500 g canned peas
   200 g onion, chopped

USING A RECIPE
UNIT IV

TEST

NAME ______________________________ SCORE ____________________

1. Match terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

_____a. Number of servings to be expected from a recipe

_____b. Directions for preparing a food

_____c. Recipe that has been worked out in detail and thoroughly tested for accuracy and acceptability

_____d. Food item required for a specific task, job, or recipe

1. Ingredient
2. Yield
3. Recipe
4. Standard or tested recipe

2. Match mixing techniques on the right to the correct descriptions on the left by placing the appropriate numbers in the blanks provided. Definitions are continued on the next page.

_____a. Cut fat into dry ingredients until mixture is in very small pieces

_____b. Mix with an over-and-over motion using a spoon, rotary beater, or electric mixer

_____c. Mix several ingredients so that they are well combined but not beaten

_____d. Soften and blend until smooth and light by mixing with a spoon or electric mixer

_____e. Insert edge of spoon vertically down through the middle of the mixture; slide the spoon across the bottom of the bowl; bring it up with some of the mixture; fold over on top of the remainder until all is evenly mixed

_____f. Beat rapidly with rotary beater, electric mixer, or wire whip to incorporate air and make light and fluffy

1. Fold in
2. Beat
3. Blend or combine
4. Cream
5. Cut in
6. Knead
7. Sift
8. Stir
9. Whip

______g. Mix ingredients with circular motion

______h. Put dry ingredients (flour, powdered sugar) through a sifter or a fine sieve to aerate

______i. Manipulate by folding dough forward, pushing dough, and rolling it back with the heel of the hand

3. Match cutting techniques on the right to the correct descriptions on the left by placing the appropriate numbers in the blanks provided.

______a. Cut in long thin strips, approximately 6 mm (1/4 in) thick

______b. Rub food, such as lemon or orange peel, against grater to obtain fine particles

______c. Cut in long, thin pieces, smaller than 6 mm (1/4 in)

_____d. Cut by putting food through a food chopper or grinder

______e. Tear or cut into thin pieces or strips

______f. Trim away, usually with paring knife or vegetable peeler, a thin outside skin or covering

______g. Cut into very small pieces, 6 mm (1/4 in) or less

______h. Cut into very small pieces about 6 mm (1/4 in) in size

______i. Strip away, usually by hand, outside skin or covering

______j. Cut into small irregularly shaped pieces

______k. Divide foods into smaller pieces with a knife or with scissors

______l. Cut into small pieces about 12.5 mm (1/2 in) in size

1. Chop
2. Cube
3. Cut
4. Dice
5. Grate
6. Grind
7. Mince
8. Pare
9. Shred
10. Sliver
11. Julienne
12. Peel

4. Match cooking techniques on the right to the correct descriptions on the left by placing the appropriate numbers in the blanks provided.

______a. Roast meat or poultry slowly over coals on a spit or in the oven, basting it often with sauce

______b. Cook in an oven or oven-type appliance in a covered or uncovered pan with dry heat

______c. Spoon drippings or other liquid over food while cooking

______d. Cook in hot fat

______e. Lower the temperature of food below 0°C or 32°F

______f. Coat the surface with substance such as flour, milk, meal, or bread crumbs

______g. Pour off liquid

______h. Cook in fat which completely covers the food

______i. Place food in refrigerator until cold

______j. Make the surface of the food brown in color by frying, broiling, toasting, or baking

______k. Cook under direct heat or over coals

______l. Cook in liquid, usually water, in which bubbles rise constantly, break on surface continuously, and give off steam (100°C or 212°F)

______m. Add decorative touches to foods/meals

______n. Heat a liquid to point where tiny bubbles appear around edges of container; pour boiling water over food or dip food briefly into boiling water

______o. Cook over steam rising from boiling water

______p. Cook in liquid just below boiling point (90°-95°C or 185°-210°F)

1. Bake
2. Baste
3. Barbecue
4. Simmer
5. Broil
6. Brown
7. Chill
8. Steam
9. Drain
10. Dredge
11. Freeze
12. Fry
13. Garnish
14. Scald
15. Boil
16. Deep-fat fry

______q. Cover with boiling water and let stand without additional heating until flavor and color is extracted, as for tea

______r. Boil in water until partially cooked

______s. Cook gently in hot liquid below the boiling point

______t. Heat a pan, broiler, or oven to desired temperature before cooking the food

______u. Cook by dry heat, uncovered in oven

______v. Cook over direct heat uncovered in small amount of fat, butter, or oil

______w. Cook long and slowly in liquid

______x. Brown by direct heat in toaster or in oven

17. Roast
18. Sauté
19. Parboil
20. Preheat
21. Poach
22. Steep
23. Stew
24. Toast

5. Write the recipe abbreviations used for weights, measures, time, and oven temperatures listed below.

a. Ounce ______________

b. Pound ______________

c. Moderate oven ______________

d. Degrees Fahrenheit ______________

e. Few grains ______________

f. Speck ______________

g. Teaspoon ______________

h. Degrees Celsius ______________

i. Second ______________

j. Hour ______________

k. Minute ______________

l. Tablespoon ______________

m. Gram ______________

n. Gallon ______________

o. Kilogram ______________

p. Quart ______________

q. Pint ______________

r. Cup ______________

s. Milliliter ______________

t. Liter ______________

6. Match oven temperatures on the right to the oven dial settings on the left by placing the correct numbers in the blanks.

______a. 200-220°C or 400-425°F

______b. 120-135°C or 250-275°F

______c. 230-245°C or 450-475°F

______d. 175-190°C or 350-375°F

______e. 150-165°C or 300-325°F

1. Very hot
2. Low or slow
3. Hot or quick
4. Moderate
5. Very slow

7. Match common household measures on the right to the equivalents on the left by placing the appropriate numbers in the blanks provided. An answer may be used more than once and a blank may have more than one answer.

_____a. 250 mL

_____b. 5 mL

_____c. 0.6 mL

_____d. Less than 1/8 t or 0.6 mL

_____e. 1.25 mL

_____f. 3 t

_____g. 1 kg

_____h. 2.5 mL

_____i. 15 mL

_____j. 2 c

_____k. 16 T

_____l. 8 fl oz

_____m. 25 mL

_____n. 2 fl oz

_____o. 500 mL

_____p. 2 pt

_____q. 4 qt

_____r. 16 oz

_____s. 28.3 g

_____t. 1 000 mL

1. 1/8 t
2. 1/4 t
3. 1/2 t
4. 1 t
5. 1 T
6. Typical coffee measure
7. 1 c
8. 1 pt
9. 1 qt
10. 1 gal
11. 1 oz
12. 1 lb
13. 35.2 oz or 2.2 lb
14. spk
15. fg
16. pinch

8. Arrange in order the steps for successful recipe use. Place a "1" in front of the first step, a "2" in front of the second step, and so on.

_____a. Complete preparation of ingredients, such as chopping nuts or melting chocolate ______b. Bake or cook as directed for perfect results

______c. Read recipe carefully

______d. Set oven at desired temperature so that it can be preheated to proper temperature

______e. Measure exactly

______f. Get your ingredients together to be sure you have them all

______g. Collect utensils; gather together all you will need

______h. Mix carefully, following every direction exactly

9. Evaluate recipes.

10. Make a time-work plan.

11. Convert the following recipes to accommodate the necessary yield changes. Show your arithmetic.

a. Decrease to six servings

BAKED HAMBURGERS

2 lbs ground beef
1/4 c chopped onion
1 c soft bread crumbs
1/2 c milk
2 t salt
1/4 t pepper

Yield: 10-12 servings

b. Increase to twenty-four servings

WHOLE WHEAT MUFFINS

1 egg
250 mL milk
62.5 mL vegetable oil or melted shortening
250 mL flour
250 mL whole wheat flour
62.5 mL sugar
15 mL baking powder
5 mL salt

Yield: 12 servings

12. Use a recipe.

(NOTE: If activities nine, ten, and twelve have not been accomplished prior to the test, ask your instructor when they should be completed.)

USING A RECIPE
UNIT IV

ANSWERS TO TEST

(NOTE: The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. Match terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided. (4 points)

2 a. Number of servings to be expected from a recipe

3 b. Directions for preparing a food

4 c. Recipe that has been worked out in detail and thoroughly tested for accuracy and acceptability

1 d. Food item required for a specific task, job, or recipe

1. Ingredient
2. Yield
3. Recipe
4. Standard or tested recipe

2. Match mixing techniques on the right to the correct descriptions on the left by placing the appropriate numbers in the blanks provided. (10 points)

5 a. Cut fat into dry ingredients until mixture is in very small pieces

2 b. Mix with an over-and-over motion using a spoon, rotary beater, or electric mixer

3 c. Mix several ingredients so that they are well combined but not beaten

4 d. Soften and blend until smooth and light by mixing with a spoon or electric mixer

1 e. Insert edge of spoon vertically down through the middle of the mixture; slide the spoon across the bottom of the bowl; bring it up with some of the mixture; fold over on top of the remainder until all is evenly mixed

9 f. Beat rapidly with rotary beater, electric mixer, or wire whip to incorporate air and make light and fluffy

1. Fold in
2. Beat
3. Blend or combine
4. Cream
5. Cut in
6. Knead
7. Sift
8. Stir
9. Whip

3 g. Mix ingredients with circular motion

7 h. Put dry ingredients (flour, powdered sugar) through a sifter or a fine sieve to aerate

6 i. Manipulate by folding dough forward, pushing dough, and rolling it back with the heel of the hand

3. Match cutting techniques on the right to the correct descriptions on the left by placing the appropriate numbers in the blanks provided. (12 points)

11 a. Cut in long thin strips, approximately 6 mm (1/4 in) thick

5 b. Rub food, such as lemon or orange peel, against grater to obtain fine particles

10 c. Cut in long, thin pieces, smaller than 6 mm (1/4 in)

6 d. Cut by putting food through, a food chopper or grinder

9 e. Tear or cut into thin pieces or strips

8 f. Trim away, usually with paring knife or vegetable peeler, thin outside skin or covering

7 g. Cut into very small pieces; about 6 mm (1/4 in) or less

4 h. Cut into very small pieces about 6 mm (1/4 in) in size

12 i. Strip away, usually by hand, outside skin or covering

1 j. Cut into small irregularly shaped pieces

3 k. Divide foods into smaller pieces with a knife or with scissors

2 l. Cut into small pieces about 12.5 mm (1/2 in) in size

1. Chop
2. Cube
3. Cut
4. Dice
5. Grate
6. Grind
7. Mince
8. Pare
9. Shred
10. Sliver
11. Julienne
12. Peel

4. Match cooking techniques on the right to the correct descriptions on the left by placing the appropriate numbers in the blanks provided. (24 points)

3 a. Roast meat or poultry slowly over coals on a spit or in the oven, basting it often with sauce

1 b. Cook in an oven or oven-type appliance in a covered or uncovered pan with dry heat

2 c. Spoon drippings or other liquid over food while cooking

12 d. Cook in hot fat

11 e. Lower the temperature of food below 0°C or 32°F

10 f. Coat the surface with substance such as flour, milk, meal, or bread crumbs

9 g. Pour off liquid

16 h. Cook in fat which completely covers the food

7 i. Place food in refrigerator until cold

6 j. Make the surface of the food brown in color by frying, broiling, toasting, or baking

5 k. Cook under direct heat or over coals

15 l. Cook in liquid, usually water, in which bubbles rise constantly, break on surface continuously, and give off steam (100°C or 212°F)

13 m. Add decorative touches to foods/meals

14 n. Heat a liquid to point where tiny bubbles appear around edges of container; pour boiling water over food or dip food briefly into boiling water

8 o. Cook over steam rising from boiling water

4 p. Cook in liquid just below boiling point (90°-95°C or 185°-210°F)

1. Bake
2. Baste
3. Barbecue
4. Simmer
5. Broil
6. Brown
7. Chill
8. Steam
9. Drain
10. Dredge
11. Freeze
12. Fry
13. Garnish
14. Scald
15. Boil
16. Deep-fat fry

22 q. Cover with boiling water and let stand without additional heating until flavor and color is extracted, as for tea

19 r. Boil in water until partially cooked

21 s. Cook gently in hot liquid below the boiling point

20 t. Heat a pan, broiler, or oven to desired temperature before cooking food

17 u. Cook by dry heat, uncovered in oven

18 v. Cook over direct heat uncovered in small amount of fat, butter, or oil

23 w. Cook long and slowly in liquid

24 x. Brown by direct heat in toaster or in oven

17. Roast
18. Sauté
19. Parboil
20. Preheat
21. Poach
22. Steep
23. Stew
24. Toast

5. Write the recipe abbreviations used for weights, measures, time, and oven temperatures listed below. (20 points)

a. oz
b. lb or #
c. mod oven
d. °F
e. fg
f. spk
g. t or tsp
h. °C
i. s
j. h

k. min
l. T or Tbsp
m. g
n. gal
o. kg
p. qt
q. pt
r. C or c
s. mL
t. L

6. Match oven temperatures on the right to the oven dial settings on the left by placing the correct numbers in the blanks. (5 points)

3 a. 200-220°C or 400-425°F

5 b. 120-135°C or 250-275°F

1 c. 230-245°C or 450-475°F

4 d. 175-190°C or 350-375°F

2 e. 150-165°C or 300-325°F

1. Very hot
2. Low or slow
3. Hot or quick
4. Moderate
5. Very slow

7. Match common household measures on the right to the equivalents on the left by placing the appropriate numbers in the blanks provided. An answer may be used more than once and a blank may have more than one answer. (23 points)

7 a. 250 mL

4 b. 5 mL

1 c. 0.6 mL

14,15,16 d. Less than 1/8 t or 0.6 mL

2 e. 1.25 mL

5 f. 3 t

13 g. 1 kg

3 h. 2.5 mL

5 i. 15 mL

8 j. 2 c

7 k. 16 T

7 l. 8 fl oz

6 m. 25 mL

5 n. 2 fl oz

8 o. 500 mL

9 p. 2 pt

10 q. 4 qt

12 r. 16 oz

11 s. 28.3 g

9 t. 1 000 mL

1. 1/8 t
2. 1/4 t
3. 1/2 t
4. 1 t
5. 1 T
6. Typical coffee measure
7. 1 c
8. 1 pt
9. 1 qt
10. 1 gal
11. 1 oz
12. 1 lb
13. 35.2 oz or 2.2 lb
14. spk
15. fg
16. pinch

8. Arrange in order the steps for successful recipe use. Place a "1" in front of the first step, a "2" in front of the second step, and so on. (8 points)

4 a. Complete preparation of ingredients, such as chopping nuts or melting chocolate

8 b. Bake or cook as directed for perfect results

1 c. Read recipe carefully

5 d. Set oven at desired temperature so that it can be preheated to proper temperature

6 e. Measure exactly

2 f. Get your ingredients together to be sure you have them all

3 g. Collect utensils; gather together all you will need

7 h. Mix carefully, following every direction exactly

9. Evaluate recipes. (12 points)

10. Make a time-work plan. (20 points)

11. Convert the following recipes to accomodate the necessary yield change. Show your arithmetic. (12 points)

a. 1 lb ground beef
2 T chopped onion
1/2 c soft bread crumbs
1/4 c milk
1 t salt
1/8 t pepper

b. 2 eggs
500 mL milk
125 mL vegetable oil or melted shortening
500 mL flour
500 mL whole wheat flour
125 mL sugar
30 mL baking powder
10 mL salt

12. Use a recipe. (50 points)

(NOTE: Activities nine, ten, and twelve should be evaluated to the satisfaction of the instructor.)

SAFETY AND SANITATION
UNIT V

UNIT OBJECTIVE

After completion of this unit, the student should be able to evaluate situations for proper hygienic practices and safety hazards. This knowledge will be evidenced by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with safety and sanitation to the correct definitions.
2. State the goal of sanitation.
3. Describe hygienic practices that a person should follow in food preparation.
4. Select from a list guidelines for preventing accidents.
5. Describe ways to control insects and rodents.
6. Evaluate situations for proper hygienic practices and possible safety hazards.

SAFETY AND SANITATION
UNIT V

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Set up improper hygienic practices and safety hazards in home economics kitchen.

      Examples: Spills on cabinets and floors, open cabinet doors, overloaded electrical outlet

   F. Arrange a field trip to a commercial food preparation establishment (e.g. cafeteria, drive-in, restaurant) in order for students to observe hygienic practices and safety practices.

   G. Use Asisgnment Sheet #1 to evaluate other cooking groups.

   H. Role-play results of the potential hazards shown in Assignment Sheet #2.

   I. Give test.

   J. Reteach if necessary.

II. Unit references:

   A. Medved, Eva. *The World of Food.* Lexington, Massachusetts: Ginn and Company, 1973.

   B. Lewis, Dora S.; Banks, Anna K.; and Banks, Marie. *Teen Horizons: At Home and School.* New York: MacMillan Publishing Co., Inc., 1970.

   C. Duffie, Mary Ann. *So--You're Ready to Cook.* Minneapolis, Minnesota: Burgess Publishing Company, 1974.

   D. Weaver, Ann A. *Getting Ready to Cook.* Belmont, California: Fearon Publishers, Inc., 1974.

SAFETY AND SANITATION
UNIT V

INFORMATION SHEET

I. Terms and definitions

A. Sanitation--Practice of maintaining clean and healthy conditions for food preparation and production

B. Contaminated food--Food that has become impure by contact with unclean people or equipment

C. Hygiene--Practice of establishing and maintaining good health

D. Hazard--Situation that could cause an accident

II. Goal of sanitation--Prevent contamination of food

Examples: Disease, spoilage, poison, "off" odors and flavors

III. Hygienic practices (Assignment Sheet #2)

A. Work with clean hands and fingernails

(NOTE: Keep fingers away from mouth, hair, and face while preparing or serving! If you handle items not related to food, such as a handkerchief, wash hands again.)

B. Always use clean, separate spoon for tasting and stirring foods

C. Do not hang the dish towel on shoulder or use it to wipe hands

D. When silverware, utensils, or dish towel falls to floor, do not use it until washed

E. Wear clean, washable, and comfortable clothes

(NOTE: Avoid clothes that absorb odors easily or require dry cleaning. As a safety measure, avoid fuzzy or long-sleeved garments or any other clothing that might catch fire easily. Avoid dangling jewelry that might catch handles of pots and pans. A CLEAN APRON IS DESIRABLE.)

F. Keep work area clean

G. Avoid touching eating surface of plates, silverware, and glasses

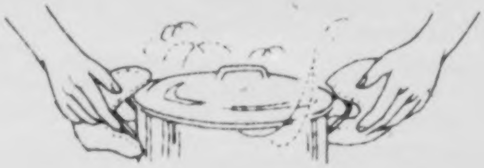
Examples: Handle silverware by handles and hold glasses by base not by rim

INFORMATION SHEET

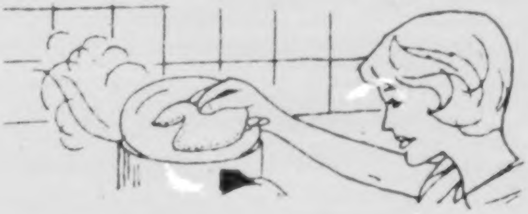
IV. Guidelines for preventing accidents (Assignment Sheet #1)

A. Use dry pot holders when handling hot pans to avoid burns

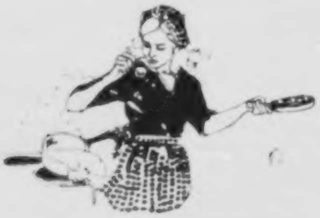
(CAUTION: Wet pot holders or damp tea towels carry heat and cause steam burns.)



B. Open the lids of pots and pans away from user so steam will not burn hands or face as lid is removed

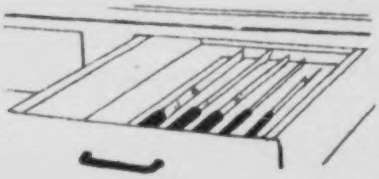


C. Keep handles of pans turned away from outer edges of the range



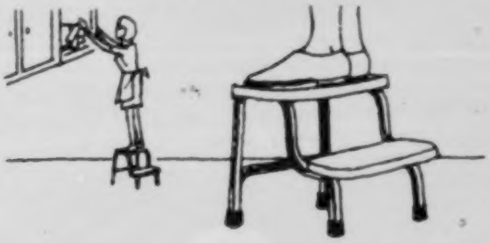
D. Store and wash sharp objects and knives separately

(NOTE: This will prevent cuts and the blades of knives will remain sharp longer. Do NOT place knives in the dishwater but wash each separately.)



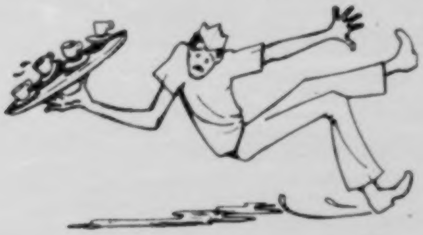
INFORMATION SHEET

E. Use a sturdy stool when reaching for objects



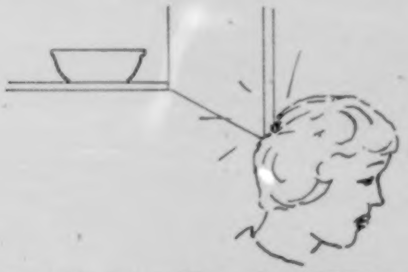
F. Keep kitchen floors clean and dry to avoid any accidents by slipping

(NOTE: ALL SPILLS SHOULD BE WIPED UP IMMEDIATELY!)

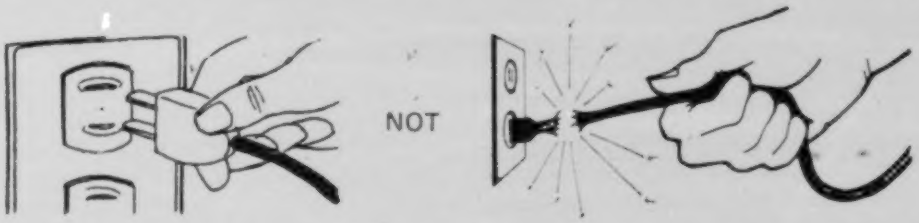


G. Keep cupboard doors closed

(NOTE: Open cupboard doors can cause injuries to all family members.)

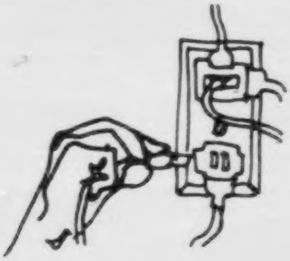


H. Disconnect cords by pulling plug NOT cord

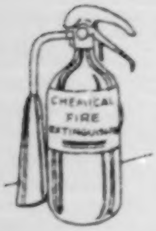


INFORMATION SHEET

I. Avoid overloading electrical outlets



J. Keep fire extinguisher convenient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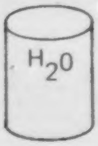
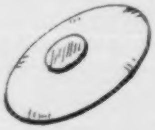
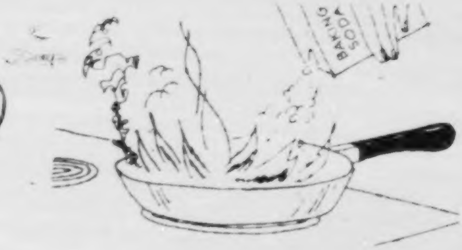





BAKING SODA

V. Rodent and insect control

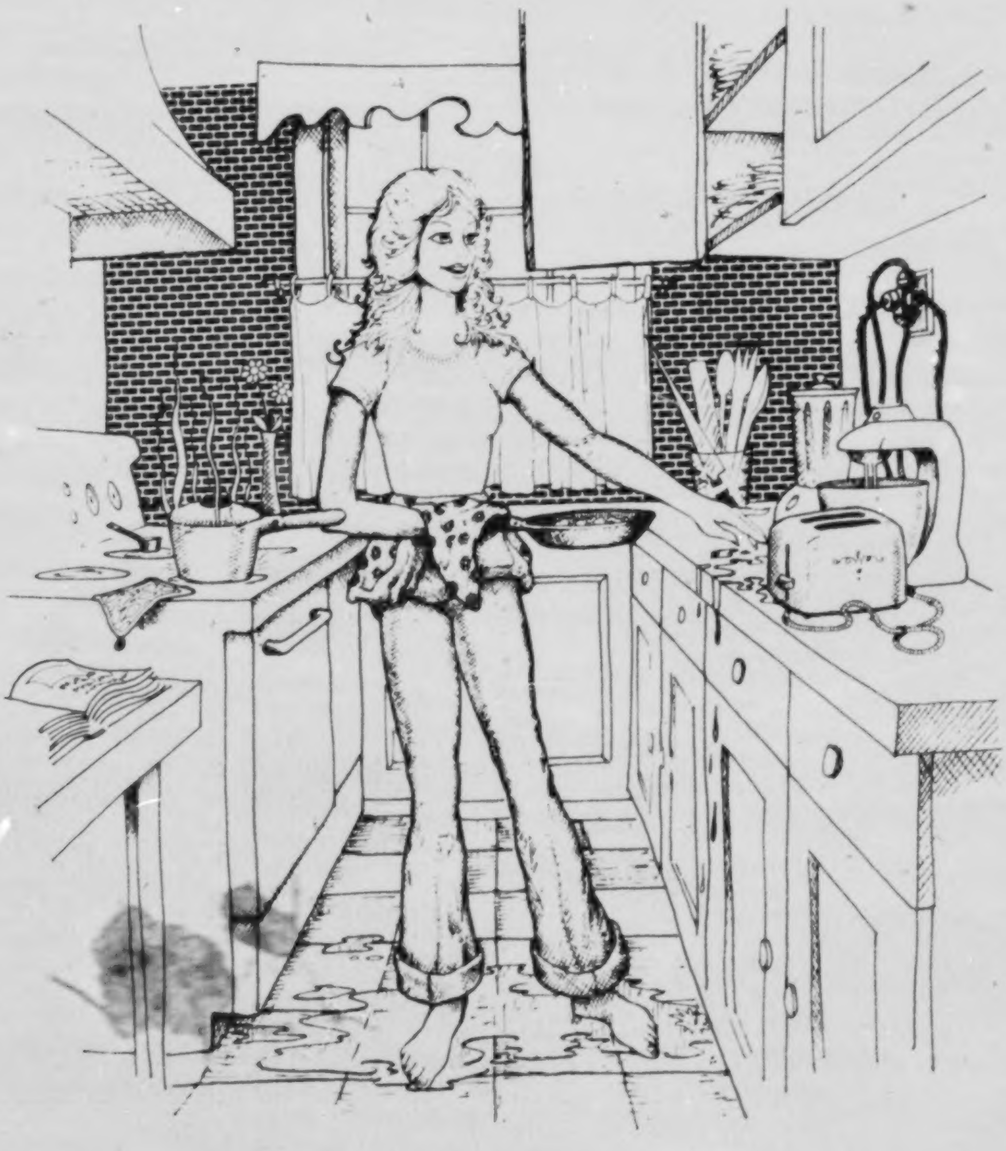
- A. Keep all food covered
- B. Clean up spilled food immediately
- C. Clean shelves and drawers frequently
- D. Keep floors CLEAN
- E. Repair cracks in work area
- F. Store equipment in clean area
- G. Use traps and poisons CAREFULLY--READ DIRECTIONS FOR USE

SAFETY AND SANITATION
UNIT V

ASSIGNMENT SHEET #1--KITCHEN SAFETY

A kitchen can be hazardous to your health! List the hazards you find below on the back of this sheet.

(NOTE: If you find less than five hazards in this kitchen scene, you're not very safety-conscious. If you find ten or more, call yourself a safety expert.)



SAFETY AND SANITATION
UNIT V

ASSIGNMENT SHEET #2--EVALUATE SITUATIONS FOR PROPER HYGIENIC PRACTICES AND POSSIBLE SAFETY HAZARDS

Keeping a kitchen safe and sanitary is each family member's or employee's responsibility. ALL the activities involved in preparing foods and the cleaning at the end of the meal contribute to kitchen sanitation. The degree of sanitation depends upon each individual's personal standards of cleanliness.

Safety in the kitchen means accident and fire prevention. When you know the possible causes of accidents and fires you can do a better job of preventing them. Burns, cuts, and falls are the kinds of accidents that most frequently occur in the kitchen.

Using the information in this unit, additional guidelines given by your teacher, and any other available resource material, observe a meal being prepared in a kitchen (home economics department, home, or commercial).

1. What proper hygienic practices did you observe?

2. What safety hazards did you locate?

3. What suggestions do you have for improvement?

SAFETY AND SANITATION
UNIT V

TEST

NAME ________________________________ SCORE ____________________

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

    ______a. Situation that could cause an accident

    ______b. Practice of maintaining clean and healthy conditions for food preparation and production

    ______c. Food that has become impure by contact with unclean people or equipment

    ______d. Practice of establishing and maintaining good health

    1. Sanitation
    2. Contaminated food
    3. Hygiene
    4. Hazard

2. State the goal of sanitation.

    ____

3. Describe hygienic practices that a person should follow in food preparation.

    ____

    ____

    ____

    ____

    ____

    ____

    ____

    ____

    ____

4. Select from the list below guidelines for preventing accidents. Place an "X" in the appropriate blanks.

______a. Keep handles of pans turned away from outer edges of the range

______b. Store sharp objects and knives with other utensils

______c. Use wet pot holders when handling hot pans and skillets

______d. Open the lids of pots and pans away from user so steam will not burn hands or face as lid is removed

______e. Avoid overloading electrical outlets

______f. Use a sturdy stool when reaching for objects

______g. Disconnect cords by pulling on the cord

______h. Use dry pot holders when handling hot pans to avoid burns

______i. Keep kitchen floors clean and dry to avoid any accidents by slipping

______j. Keep fire extinguisher convenient

5. Describe ways to control insects and rodents.

____

____

____

____

____

____

____

6. Evaluate situations for proper hygienic practices and possible safety hazards.

(NOTE: If activity six has not been accomplished prior to the test, ask your instructor when it should be completed.)

SAFETY AND SANITATION
UNIT V

ANSWERS TO TEST

(NOTE: The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning situation. The point total is 50.)

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided. (4 points)

4	a. Situation that could cause an accident	1.	Sanitation
1	b. Practice of maintaining clean and healthy conditions for food preparation and production	2.	Contaminated food
2	c. Food that has become impure by contact with unclean people or equipment	3.	Hygiene
3	d. Practice of establishing and maintaining good health	4.	Hazard

2. State the goal of sanitation. (2 points)

Prevent contamination of food

3. Describe hygienic practices that a person should follow in food preparation. (5 points)

a. Work with clean hands and fingernails

b. Always use clean, separate spoon for tasting and stirring foods

c. Do not hang the dish towel on shoulder or use it to wipe hands

d. When silverware, utensils, or dish towel falls to floor, do not use it until washed

e. Wear clean washable, and comfortable clothes

f Keep work area clean

g. Avoid touching eating surfaces of plates, silverware, and glasses

4. Select from the list below guidelines for preventing accidents. Place an "X" in the appropriate blanks. (20 points)

__X__ a. Keep handles of pans turned away from outer edges of the range

_____ b. Store sharp objects and knives with other utensils

_____ c. Use wet pot holders when handling hot pans and skillets

__X__ d. Open the lids of pots and pans away from user so steam will not burn hands or face as lid is removed

__X__ e. Avoid overloading electrical outlets

__X__ f. Use a sturdy stool when reaching for objects

_____ g. Disconnect cords by pulling on the cord

__X__ h. Use dry pot holders when handling hot pans to avoid burns

__X__ i. Keep kitchen floors clean and dry to avoid any accidents by slipping

__X__ j. Keep fire extinguisher convenient

5. Describe ways to control insects and rodents. (5 points)

a. Keep all food covered

b. Clean up spilled food immediately

c. Clean shelves and drawers frequently

d. Keep floors CLEAN

e. Repair cracks in work area

f. Store equipment in clean area

g. Use traps and poisons CAREFULLY--READ DIRECTIONS FOR USE

6. Evaluate situations for proper hygienic practices and possible safety hazards. (14 points)

(NOTE: Activity six should be evaluated to the satisfaction of the instructor.)

QUICK BREADS
UNIT VI

UNIT OBJECTIVE

After completion of this unit, the student should be able to prepare a quick bread. This knowledge will be evidenced by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with quick breads to the correct definitions.
2. Select from a list types of quick breads.
3. Select from a list the main nutrients in quick breads.
4. Match types of quick bread mixtures to the correct descriptions.
5. Match basic ingredients used in quick breads to their functions.
6. Distinguish between methods of mixing quick breads.
7. Compare quick bread products.
8. Prepare a quick bread.

QUICK BREADS
UNIT VI

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

  A. Provide student with objective sheet.

  B. Provide student with information and assignment sheets.

  C. Discuss unit and specific objectives.

  D. Discuss information and assignment sheets.

  E. Have student collect and mount pictures to show the different uses of quick breads in meals.

  F. Have student collect recipes which include unusual ingredients in quick breads or recipes in which quick breads are used in an unusual way.

  G. Suggest for home experience the preparation of an unusual quick bread.

  H. Give test.

  I. Reteach if necessary.

II. Unit references:

  A. Medved, Eva. *The World of Food.* Lexington, Massachusetts: Ginn and Company, 1970.

  B. Ray, Mary Frey, and Lewis, Evelyn Jones. *Exploring Professional Cooking.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1976.

III. Additional references:

  A. *Muffin Making.* Available from General Mills, 9200 Wayzata Blvd., Minneapolis, MN 55440.

  (NOTE: The above material is available with filmstrip and student booklets at a low cost.)

  B. *Biscuit Making.* Available from General Mills, 9200 Wayzata Blvd., Minneapolis, MN 55440.

  (NOTE: The above material is available with filmstrip and student booklets at a low cost.)

  C. "Quick Breads." Part I (Biscuits) and Part II (Muffins). Filmstrips available from Wheat Flour Institute, 309 West Jackson Blvd., Chicago, IL 60606.

QUICK BREADS
UNIT VI

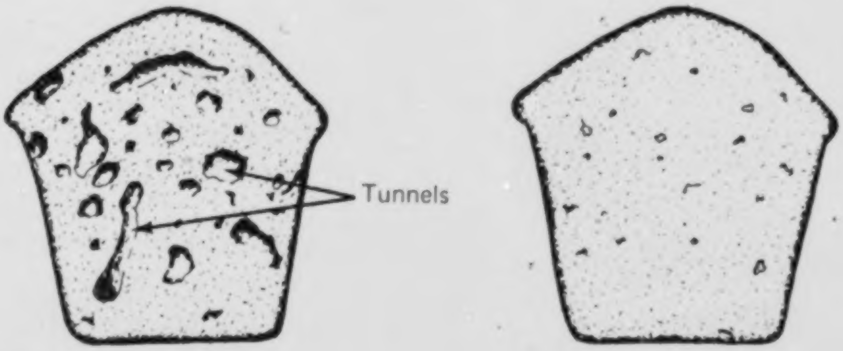
INFORMATION SHEET

I. Terms and definitions

   A. Gluten--Protein in flour that forms elastic substance when flour is mixed with liquid; gives structure to baked flour product

   B. Porous--Very small openings in baked products

   C. Tunnels--Narrow continuous holes in quick breads that result from overmixing



II. Types of quick breads (Assignment Sheets #1 and #2)

   A. Waffles

   B. Pancakes

   C. Popovers

   D. Muffins

   E. Biscuits

   F. Coffee cakes

   G. Scones

   H. Corn bread

   I. Hush puppies

INFORMATION SHEET

III. Main nutrients in quick breads

(NOTE: Kinds and amounts of ingredients used in quick breads influence nutritive value of bread.)

A. Carbohydrates

B. Thiamine

C. Riboflavin

D. Niacin

E. Iron

IV. Types of quick bread mixtures and descriptions (Assignment Sheet #2)

(NOTE: Quick breads are grouped according to the thickness of the batter.)

A. Pour batter--Mixture of such thin consistency that it can be poured from mixing bowl; contains about same amount of liquid as flour

Examples: Waffles, pancakes, popovers

B. Drop batter--Mixture of such thick consistency that it is too heavy to pour but too sticky to handle; contains about 250 mL (1 c) liquid for 500 mL (2 c) of flour

Examples: Muffins, coffee cakes, drop biscuits

C. Soft dough--Mixture of such stiff consistency that it can be handled and rolled into shapes; contains about 250 mL (1 c) of liquid to 750 mL (3 c) of flour

Examples: Biscuits, doughnuts

V. Basic ingredients used in quick bread and their functions (Assignment Sheet #2)

(NOTE: The kinds and amounts of ingredients used will not only affect the character of the bread but also will contribute to the nutritive values of bread.)

A. Flour--Contains gluten which forms structure or "backbone" of bread

B. Fat/Shortening--Gives tenderness and aids in browning

(NOTE: Vegetable shortening and lard are bland in flavor, but margarine and butter contribute a pleasing flavor.)

INFORMATION SHEET

C. Liquid--Dissolves the dry ingredients and provides leavening as it is converted to steam

(NOTE: Milk is the liquid most often used in quick breads and contributes to the flavor and browning quality of bread.)

D. Leavening--Enables the quick bread to rise and become light and porous

(NOTE: Baking powder is the most common leavening agent used in quick breads, but air, steam, and a combination of soda and acid are sometimes used.)

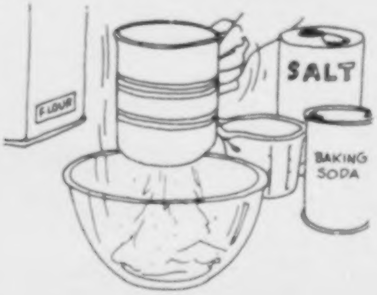
(NOTE: Additional ingredients include eggs which contribute to color, texture, and nutritive value. Salt enhances the flavor.)

VI. Methods of mixing quick breads (Assignment Sheet #2)

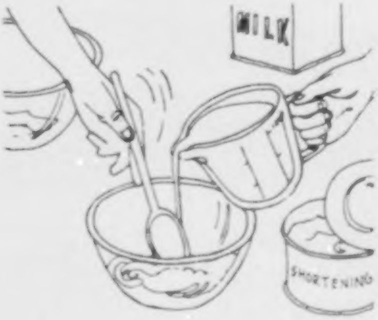
A. Muffin method of mixing

(NOTE: Use the muffin method of mixing for muffins, waffles, griddle cakes, popovers, and for quick fruit and nut breads.)

1. Sift dry ingredients into mixing bowl

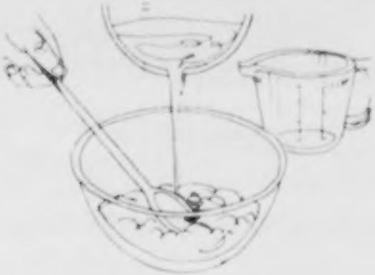


2. Combine beaten eggs, milk (room temperature), and melted shortening



INFORMATION SHEET

3. Pour liquid ingredients into the "well" in the dry ingredients



4. Mix only enough to dampen flour but not enough to make a smooth batter

   (NOTE: Batter will appear lumpy.)

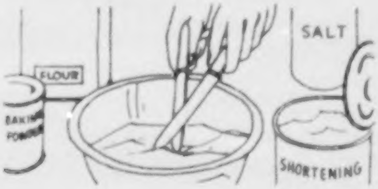
   (CAUTION: When muffins are overmixed too much gluten will develop causing toughness and long, narrow tunnels in the muffins.)

5. Lift batter carefully into baking pans to avoid extra mixing

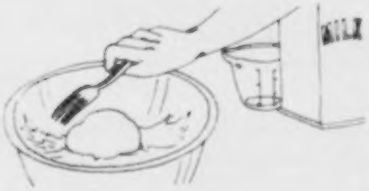
B. Biscuit method of mixing

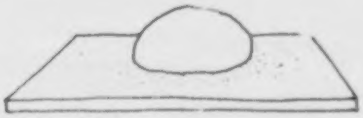
1. Sift dry ingredients into mixing bowl

2. Cut solid shortening into flour mixture



3. Form a ball and place on lightly floured board

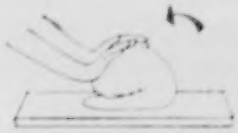


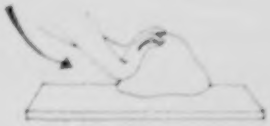


INFORMATION SHEET

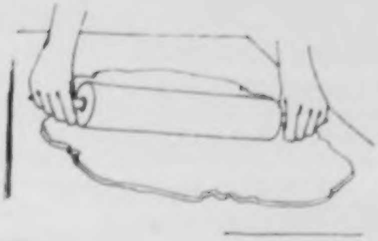
4. Knead lightly (10-12 times)

   (CAUTION: Overkneading will develop too much gluten and biscuits will become tough.)

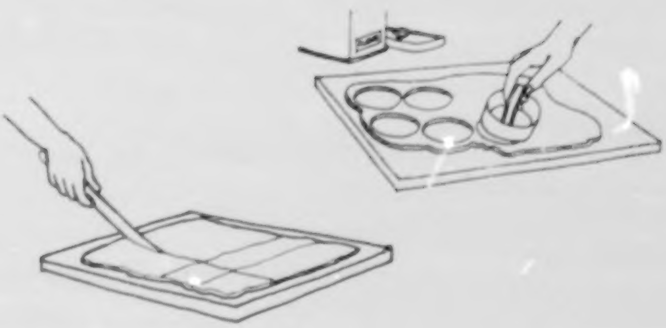




5. Roll dough



6. Cut dough



ASSIGNMENT SHEET #1

Mix. Example:			
a. ______	______	______	______
b. ______	______	______	______
c. ______	______	______	______
d. ______	______	______	______
e. ______	______	______	______

QUICK BREADS
UNIT VI

ASSIGNMENT SHEET #1--COMPARE QUICK BREAD PRODUCTS

Visit a bakery or the bakery department of a grocery store. Note the different quick breads available.

TYPE (List items)	LABEL INFORMATION (Write contents of one label)	QUANTITY OR SIZE	COST
Ready-to serve Example:			
a.			
b.			
c.			
d.			
e.			
Refrigerated Example:			
a.			
b.			
c.			
d.			
e.			
Frozen Example:			
a.			
b.			
c.			
d.			
e.			

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ASSIGNMENT SHEET #2

TIME-WORK PLAN - QUICK BREADS

Name ______________________

Food to Prepare: ______________

Kitchen ______________________

Food Supplies Needed:

Utensils Needed:

Order of Work	Time in Minutes
1.	
2.	
3.	
4.	
5.	
6.	
7.	

QUICK BREADS
UNIT VI

ASSIGNMENT SHEET #2-PREPARE A QUICK BREAD

Select a recipe for a quick bread. Write recipe below. Make a time-work plan. Prepare a quick bread.

1. What ingredients does the recipe call for that are not considered basic?

2. Which method of mixing is called for or described in recipe?

QUICK BREADS
UNIT VI

TEST

NAME ______________________________ SCORE ____________________

1. Match terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

_____a. Narrow continuous holes in quick breads that result from overmixing

_____b. Protein in flour that forms elastic substance when flour is mixed with liquid; gives structure to baked flour product

_____c. Very small openings in baked products

1. Porous
2. Tunnels
3. Gluten

2. Select from the list below types of quick breads. Place an "X" in the appropriate blanks.

_____a. Biscuits

_____b. Scones

_____c. Refrigerator rolls

_____d. Corn bread

_____e. Spudnuts

_____f. Waffles

_____g. Muffins

_____h. Cinnamon rolls

3. Select from the list below the main nutrients in quick breads by placing an "X" in the appropriate blanks.

_____a. Proteins

_____b. Carbohydrates

_____c. Fats

_____d. Vitamin A

_____e. Phosphorus

_____f. Thiamine

_____g. Riboflavin

_____h. Niacin

_____i. Vitamin C

_____j. Vitamin D

_____k. Calcium

_____l. Iron

_____m. Iodine

4. Match types of quick bread mixtures on the right to the correct descriptions on the left by placing the appropriate numbers in the blanks provided.

______a. Mixture of such stiff consistency that it can be handled and rolled into shapes; contains about 250 mL (1 c) of liquid to 750 mL (3 c) of flour

______b. Mixture of such thin consistency that it can be poured from mixing bowl; contains about same amount of liquid as flour

______c. Mixture of such thick consistency that it is too heavy to pour but too sticky to handle; contains about 250 mL (1 c) liquid for 500 mL (2 c) of flour

1. Drop batter
2. Soft dough
3. Pour batter

5. Match basic ingredients on the right to their functions. Place the appropriate numbers in the blanks provided.

______a. Contains gluten which forms structure or "backbone" of bread

______b. Dissolves the dry ingredients and provides leavening as it is converted to steam

______c. Enables the quick bread to rise and become light and porous

______d. Gives tenderness and aids in browning

1. Flour
2. Fat/Shortening
3. Liquid
4. Leavening

6. Distinguish between methods of mixing quick breads. Place an "M" for muffin and a "B" for biscuit in the appropriate blanks. A blank may have more than one correct answer.

______a. Combine beaten eggs, milk (room temperature), and melted shortening

______b. Form a ball and place on lightly floured board

______c. Cut dough

______d. Mix only enough to dampen flour but not enough to make a smooth batter

______e. Sift dry ingredients into mixing bowl _____f. Roll dough

_____g. Cut solid shortening into flour mixture

_____h. Pour liquid ingredients into the "well" in the dry ingredients

7. Compare quick bread products.

8. Prepare a quick bread.

(NOTE: If activities seven and eight have not been accomplished prior to the test, ask your instructor when they should be completed.)

QUICK BREADS
UNIT VI

ANSWERS TO TEST

(NOTE: The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

1. Match terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided. (3 points)

   __2__ a. Narrow continuous holes in quick breads that result from overmixing

   __3__ b. Protein in flour that forms elastic substance when flour is mixed with liquid; gives structure to baked flour product

   __1__ c. Very small openings in baked products

   1. Porous
   2. Tunnels
   3. Gluten

2. Select from the list below types of quick breads. Place an "X" in the appropriate blanks. (8 points)

   __X__ a. Biscuits

   __X__ b. Scones

   _____ c. Refrigerator rolls

   __X__ d. Corn bread

   _____ e. Spudnuts

   __X__ f. Waffles

   __X__ g. Muffins

   _____ h. Cinnamon rolls

3. Select from the list below the main nutrients in quick breads by placing an "X" in the appropriate blanks. (13 points)

   _____ a. Proteins

   __X__ b. Carbohydrates

   _____ c. Fats

   _____ d. Vitamin A

   _____ e. Phosphorus

   __X__ f. Thiamine

   __X__ g. Riboflavin

   __X__ h. Niacin

   _____ i. Vitamin C

   _____ j. Vitamin D

   _____ k. Calcium

   __X__ l. Iron

   _____ m. Iodine

4. Match types of quick bread mixtures on the right to the correct descriptions on the left by placing the appropriate numbers in the blanks provided. (3 points)

2 a. Mixture of such stiff consistency that it can be handled and rolled into shapes; contains about 250 mL (1 c) of liquid to 750 mL (3 c) of flour

3 b. Mixture of such thin consistency that it can be poured from mixing bowl; contains about same amount of liquid as flour

1 c. Mixture of such thick consistency that it is too heavy to pour but too sticky to handle; contains about 250 mL (1 c) liquid for 500 mL (2 c) of flour

1. Drop batter
2. Soft dough
3. Pour batter

5. Match basic ingredients on the right to their functions. Place the appropriate numbers in the blanks provided. (8 points)

1 a. Contains gluten which forms structure or "backbone" of bread

3 b. Dissolves the dry ingredients and provides leavening as it is converted to steam

4 c. Enables the quick bread to rise and become light and porous

2 d. Gives tenderness and aids in browning

1. Flour
2. Fat/Shortening
3. Liquid
4. Leavening

6. Distinguish between methods of mixing quick breads. Place an "M" for muffin and a "B" for biscuit in the appropriate blanks. A blank may have more than one correct answer. (16 points)

M a. Combine beaten eggs, milk (room temperature), and melted shortening

B b. Form a ball and place on lightly floured board

B c. Cut dough

M d. Mix only enough to dampen flour but not enough to make a smooth batter

M,B e. Sift dry ingredients into mixing bowl

__B__ f. Roll dough

__B__ g. Cut solid shortening into flour mixture

__M__ h. Pour liquid ingredients into the "well" in the dry ingredients

7. Compare quick bread products. (15 points)

8. Prepare a quick bread. (34 points)

(NOTE: Activities seven and eight should be evaluated to the satisfaction of the instructor.)

CEREALS
UNIT VII

UNIT OBJECTIVE

After completion of this unit, the student should be able to prepare a cereal-type product. This knowledge will be evidenced by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with cereals to the correct definitions.
2. Select from a list main nutrients found in cereals.
3. Match parts of cereal grains to their correct descriptions.
4. Name three general classes of cereals.
5. Describe the methods used in cereal cookery.
6. Compare cereal products.
7. Prepare cooked cereal.
8. Prepare a cereal-type product.

CEREALS
UNIT VII

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Have students collect recipes that use cereal products; brainstorm ways that cereal products can be served for lunch or dinner.

   F. Make a display of pasta. Which items are "new" to students?

   G. Grind whole kernel grains to make cereal product. How does it compare with similar purchased products?

   (NOTE: Check in health food store for cereal products that would interest or be new to students.)

   H. Give test.

   I. Reteach if necessary.

II. Unit references:

   A. Medved, Eva. *The World of Food.* Lexington, Massachussetts: Ginn and Company, 1970.

   B. Duffie, Mary Ann. *So - You're Ready to Cook.* Minneapolis, Minnesota: Burgess Publishing Co., 1974.

CEREALS
UNIT VII

INFORMATION SHEET

I. Terms and definitions

A. Cereal--Common name for grains

Examples: Corn, wheat, rice, oats

B. Kernel--Grain or seed as of corn, wheat, rice, or oats

C. Ready-to-eat cereals--Cereals cooked and ready for the table

D. Cooked cereals--Cereals that require cooking before serving

E. Pasta--Macaroni products

(NOTE: Because of their wide variety of shapes, macaroni products add eye appeal to everyday meals.)

F. Granule--Individual small grain, kernel, or seed

G. Enriched--Term used to identify bread and flour to which thiamine, riboflavin, niacin, and iron have been added

H. Restored--Term used to describe the total replacement of certain nutrients lost during processing

I. Converted--Parboiling treatment that draws the vitamins into the endosperm where they will be retained during milling

J. Refined--Cereals which have had bran and germ removed from grain; contribute only calories and incomplete proteins

K. Cellulose (fiber)--Carbohydrate substance that forms the structure of plants; cannot be digested by body, thus serving as bulk and natural laxative

L. Gelatinization--Thickening or soft gel which forms when starches are cooked

II. Main nutrients found in cereals (Assignment Sheet #1)

A. Carbohydrates

B. Thiamine

C. Riboflavin

INFORMATION SHEET

D. Niacin

E. Iron

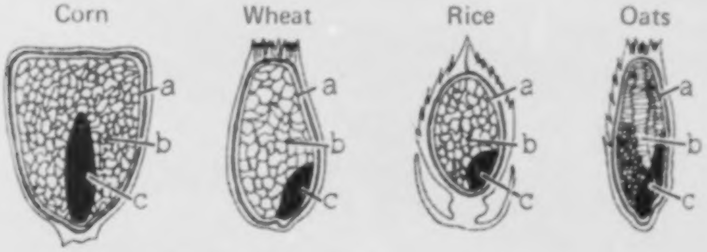
F. Phosphorus

III. Parts of cereal grains

A. Bran--Several brown outer layers or coats that protect the seed until it is ready to be planted or milled; rich in cellulose or bulk-forming carbohydrates (which tend to speed up passage of food through the digestive tract), B vitamins, minerals, and protein

B. Endosperm--Largest part of kernel; rich in carbohydrates and containing protein

C. Germ--Heart of the kernel; rich in B vitamins and containing fat, minerals, and protein



a. Bran b. Endosperm c. Germ

IV. General classes of cereals (Assignment Sheet #3)

A. Breakfast cereal

(NOTE: Breakfast cereals appear in many shapes and forms. They can be grouped into two major types: ready-to-eat cereals and uncooked cereals.)

B. Pasta

C. Flour

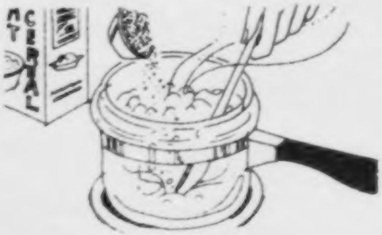
V. Cereal cookery methods (Assignment Sheets #2 and #3)

(NOTE: Well-prepared cereals will have a pleasing flavor, will be free of lumps, will form a soft gel, and will not be pasty. There are two basic methods used to separate cereal granules from each other so that lumps will not form.)

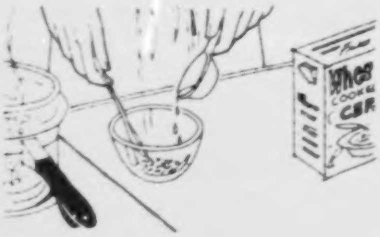
INFORMATION SHEET

A. Cereals may be added slowly to rapidly boiling water while stirring

(NOTE: Add 5 mL [1 t] of cooking oil to the water to keep it from foaming and to prevent sticking.)



B. Fine cereals, such as cream of wheat and cornmeal, may be mixed with a small amount of cold water before they are stirred into boiling water



CEREALS
UNIT VII

ASSIGNMENT SHEET #1--COMPARE CEREAL PRODUCTS

Cereal and cereal products are an economical source of energy. They are among the most widely used foods and can contribute important vitamins and minerals to your diet. The vitamin and mineral content of cereal products is determined by the parts of the cereal grain used. Whole grain cereals and breads include the bran, germ, and endosperm.

Choose three cereal products from the same grain and prepare each cereal according to package directions. Compare the three items on the following points:

	Flavor	Texture	Nutritive Value	Cost Per Serving
Ready-to-eat ____________________				
____________________ Cooked cereal ____________________				
Instant cereal ____________________				

1. Which cereal product did you like best?

____

2. Why did you prefer this cereal product?

____

____

ASSIGNMENT SHEET #1

3. Which cereal provided the most nutritive value?

____

4. Which cereal was the most expensive? Least expensive?

____

CEREALS
UNIT VII

ASSIGNMENT SHEET #2–PREPARE COOKED CEREAL

The objectives of cereal cookery are to improve flavor, soften the cellulose, gelatinize the starch, and produce a product free of lumps. The most abundant nutrient in cereals is starch which makes up three-fourths of the grain and determines the cookery procedure used for cereals.

When cereal grains are placed into boiling water the outer surface becomes sticky. To prevent the granules from sticking, continue stirring slowly until the water boils again.

(NOTE: Several things happen when starch is cooked. The starch absorbs water; heat of cooking causes steam to form which will erupt the starch granules; and cereal thickens.)

A proper amount of water and heat are required to produce gelatinization. The various cereal grains will use different amounts of water to form a gel of the right stiffness or consistency. Some cereals, such as cream of wheat, are able to absorb more waters than others, such as rolled oats.

Cook a fine-grained cereal, such as cream of wheat, and a coarse cereal, such as rolled oats, using the two methods described in the information sheet.

1. Which method was the easiest to maintain a lump-free product?

   ____

   ____

2. Which method do you recommend for each cereal?

   ____

   ____

CEREALS
UNIT VII

ASSIGNMENT SHEET #3 PREPARE A CEREAL-TYPE PRODUCT

Select a cereal-type product or a recipe calling for a cereal and prepare according to directions. Make a time-work plan.

Examples: Pasta, cookies, pudding, sauce, gravy, cooked cereal

ASSIGNMENT SHEET #3

TIME-WORK PLAN CEREALS

Name ____________________

Food to Prepare: ________________

Kitchen ________________

Food Supplies Needed:

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

Utensils Needed:

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

Order of Work	Time in Minutes
1. ____________________	____________
2. ____________________	____________
3. ____________________	____________
4. ____________________	____________
5. ____________________	____________
6. ____________________	____________
7. ____________________	____________

CEREALS
UNIT VII

TEST

NAME ______________________________ SCORE ____________________

1. Match terms associated with cereals to the correct definitions by placing the appropriate numbers in the blanks provided.

_____a. Common name for grains

_____b. Individual small grain, kernel, or seed

_____c. Cereals that require cooking before serving

_____d. Macaroni products

_____e. Grain or seed as of corn, wheat, rice, or oats

_____f. Cereals cooked and ready for the table

_____g. Thickening or soft gel which forms when starches are cooked

_____h. Cereals which have had bran and germ removed from grain; contribute only calories and incomplete proteins

_____i. Term used to identify bread and flour to which thiamine, riboflavin, niacin, and iron have been added

_____j. Parboiling treatment that draws the vitamins into the endosperm where they will be retained during milling

_____k. Carbohydrate substance that forms the structure of plants; cannot be digested by body, thus serving as bulk and a natural laxative

_____l. Term used to describe the total replacement of certain nutrients lost during processing

1. Cellulose (fiber)
2. Restored
3. Cereal
4. Pasta
5. Refined
6. Enriched
7. Kernel
8. Cooked cereals
9. Converted
10. Ready-to-eat cereals
11. Granule
12. Gelatinization

2. Select from a list main nutrients found in cereals by placing an "X" in the appropriate blanks.

______a. Proteins

______b. Carbohydrates

______c. Fats

______d. Vitamin A

______e. Phosphorous

______f. Thiamine

______g. Riboflavin

______h. Niacin

______i. Vitamin C

______j. Vitamin D

______k. Calcium

______l. Iron

______m. Iodine

3. Match parts of cereal grains to their correct descriptions by placing the appropriate numbers in the blanks provided.

______a. Largest part of kernel; rich in carbohydrates and containing protein

______b. Heart of the kernel; rich in B vitamins and containing fat, minerals, and protein

______c. Several brown outer layers or coats that protect the seed until it is ready to be planted or milled; rich in cellulose or bulk-forming carbohydrates (which tend to speed up passage of food through the digestive tract), B vitamins, minerals, and protein

1. Bran
2. Endosperm
3. Germ

4. Name three general classes of cereals.

a. ____

b. ____

c. ____

5. Describe the methods used in cereal cookery.

____

____

____

____

6. Compare cereal products.

7. Prepare cooked cereal.

8. Prepare a cereal-type product.

(NOTE: If activities 6-8 have not been accomplished prior to the test, ask your instructor when they should be completed.)

CEREALS
UNIT VII

ANSWERS TO TEST

(NOTE: The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

1. Match terms associated with cereals to the correct definitions by placing the appropriate numbers in the blanks provided. (24 points)

3 a. Common name for grains

11 b. Individual small grain, kernel, or seed

8 c. Cereals that require cooking before serving

4 d. Macaroni products

7 e. Grain or seed as of corn, wheat, rice, or oats

10 f. Cereals cooked and ready for the table

12 g. Thickening or soft gel which forms when starches are cooked

5 h. Cereals which have had bran and germ removed from grain; contribute only calories and incomplete proteins

6 i. Term used to identify bread and flour to which thiamine, riboflavin, niacin, and iron have been added

9 j. Parboiling treatment that draws the vitamins into the endosperm where they will be retained during milling

1 k. Carbohydrate substance that forms the structure of plants; cannot be digested by body, thus serving as bulk and natural laxative

2 l. Term used to describe the total replacement of certain nutrients lost during processing

1. Cellulose (fiber)
2. Restored
3. Cereal
4. Pasta
5. Refined
6. Enriched
7. Kernel
8. Cooked cereals
9. Converted
10. Ready-to-eat cereals
11. Granule
12. Gelatinization

2. Select from a list main nutrients found in cereals by placing an "X" in the appropriate blanks. (13 points)

____ a. Proteins

X b. Carbohydrates

____ c. Fats

____ d. Vitamin A

X e. Phosphorous

X f. Thiamine

X g. Riboflavin

X h. Niacin

____ i. Vitamin C

____ j. Vitamin D

____ k. Calcium

X l. Iron

____ m. Iodine

3. Match parts of cereal grains to their correct descriptions by placing the appropriate numbers in the blanks provided. (3 points)

2 a. Largest part of kernel; rich in carbohydrates and containing protein

3 b. Heart of the kernel; rich in B vitamins and containing fat, minerals, and protein

1 c. Several brown outer layers or coats that protect the seed until it is ready to be planted or milled; rich in cellulose or bulk-forming carbohydrates (which tend to speed up passage of food through the digestive tract), B vitamins, minerals, and protein

1. Bran
2. Endosperm
3. Germ

4. Name three general classes of cereals. (3 points)

a. Breakfast cereal

b. Pasta

c. Flour

5. Describe the methods used in cereal cookery. (5 points)

a. Cereals may be added slowly to rapidly boiling water while stirring

b. Fine cereals, such as cream of wheat and cornmeal, may be mixed with a small amount of cold water before they are stirred into boiling water

6. Compare cereal products. (10 points)

7. Prepare cooked cereal. (21 points)
8. Prepare a cereal-type product. (21 points)

(NOTE: Activities 6-8 should be evaluated to the satisfaction of the instructor.)

DAIRY FOODS
UNIT VIII

UNIT OBJECTIVE

After completion of this unit, the student should be able to prepare food using a dairy product. This knowledge will be evidenced through demonstration and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with dairy foods to the correct definitions.
2. Select from a list main nutrients found in dairy foods.
3. Name two forms of cheese.
4. Select from a list principles of cheese cookery.
5. Name two general uses of milk.
6. State the goal of milk cookery.
7. Select from a list methods for successful milk cookery.
8. Match purchasable forms of milk to the correct descriptions.
9. Compare common cheeses.
10. Compare purchasable forms of milk.
11. Demonstrate the ability to:
    a. Prepare white sauce.
    b. Prepare macaroni and cheese.

DAIRY FOODS
UNIT VIII

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

  A. Provide student with objective sheet.

  B. Provide student with information, assignment, and job sheets.

  C. Discuss unit and specific objectives.

  D. Discuss information and assignment sheets.

  E. Demonstrate procedures outlined in job sheets.

  F. Make arrangements for a field trip in order for students to complete Assignment Sheet #1 or make a display of available assorted cheeses. Group them as soft, semihard, and hard cheeses; have a cheese-tasting party.

  G. Include proper storage of dairy food products.

  H. Have students collect several dairy food recipes; underline basic cooking principles for milk or cheese cookery.

  I. Plan a well-balanced meatless menu around macaroni and cheese.

  J. Give test.

  K. Reteach if necessary.

II. Unit references:

  A. Medved, Eva. *The World of Food.* Lexington, Massachusetts: Ginn and Company, 1970.

  B. Grimes, Vici, and Chesser, Jerald. *Food Service: Production and Service.* Stillwater: Mid-America Vocational Curriculum Consortium, Inc., 1976.

III. Additional references--*"How to Make White Sauce."* Filmstrip available from Oklahoma Dairy Council, 1700 North Sooner, Oklahoma City, Oklahoma.

DAIRY FOODS
UNIT VIII

INFORMATION SHEET

I. Terms and definitions

   A. Dairy food--Food product made or derived from milk

      Examples: Cheese, cream, ice cream

   B. Natural cheese--Cheese made by adding bacteria, molds, yeasts, and enzymes to milk and allowed to age or ripen

      (NOTE: Flavor varies from mild to strong. Texture varies from soft to very hard.)

   C. Fresh or unripened cheese--Cheese that has not gone through a curing process

   D. Coagulate--Settling out of protein due to action of acid, heat, or enzyme

      (NOTE: When milk is heated, some of its protein tends to settle out on the sides and bottom of the pan. You can scorch milk easily unless it is heated on a very low heat.)

II. Main nutrients found in dairy foods

   A. Protein

   B. Calcium

   C. Riboflavin

   D. Vitamin A

   E. Vitamin D

III. Forms of cheese

   A. Natural

      Examples: Cheddar, Swiss, longhorn, American

   B. Fresh or unripened

      Examples: Cottage cheese, cream cheese

INFORMATION SHEET

IV. Principles of cheese cookery

   A. Cook at low temperature (52°C or 125°F) to avoid a tough rubber consistency

   B. Cook for a short time to avoid toughness

   C. Cut in small pieces when adding to other ingredients so the cheese will melt quickly and blend with other foods

   (NOTE: Follow directions carefully.)

   D. Use natural cheese in cookery because fresh or unripened cheese may not blend well with other ingredients

V. General uses of milk

   A. Beverage

   B. Recipe ingredient

VI. Goal of milk cookery--Prevent film or scum formation, boiling over, scorching, and curdling

VII. Methods for successful milk cookery

   A. Use fresh milk

   B. Thicken the milk or acid food before combining

   Example: Curdling of tomato soup can be prevented by first thickening the milk with flour and then adding the tomato or thickening the tomato and then adding the milk

   C. Use low temperature

VIII. Purchasable forms of milk

   A. Pasteurized milk--Milk which has been heated to destroy harmful organisms

   (NOTE: All milk purchased in stores is pasteurized.)

   B. Skim milk--Milk from which most of the fat has been removed

   C. Chocolate milk--Whole milk to which chocolate flavor has been added

   D. Chocolate drink--Skim milk to which chocolate flavor has been added

INFORMATION SHEET

E. Homogenized milk--Milk in which cream will not rise to the top

F. Fortified milk--Milk to which vitamin D has been added

G. Evaporated milk--Canned milk from which about 60 percent of the water is evaporated

H. Sweetened condensed milk--Canned milk made from sweetened whole milk and from which about 60 percent of the water has been removed

(NOTE: Sweetened condensed milk is often used in desserts.)

I. Nonfat dry milk--Whole milk from which the water and fat have been removed

(NOTE: Nonfat dry milk will keep for a long time and is economical.)

J. Whipping cream--Heavy cream containing a minimum of 36 percent fat

K. Half and half--Blend of milk and cream with 10 to 12 percent fat

DAIRY FOODS
UNIT VIII

ASSIGNMENT SHEET #1-COMPARE COMMON CHEESES

Several of your friends have become interested in the many varieties of cheese available. They have decided to give a cheese tasting party and have selected you to choose a variety of cheeses and accompanying snacks to serve twenty people.

Cheeses are available in many varieties, each having a different name. They are made from cow's milk, goat's milk, reindeer milk, and many other sources. They can be conveniently classified according to their degree of hardness as hard, semihard, and soft.

Visit a grocery store and mark on the following list the cheeses that were available and their costs.

SOME COMMON CHEESES AND THEIR USES			AVAILABILITY (YES OR NO)	COST
Name	Color, texture, flavor	Use		
Muenster	Creamy white; semisoft with tiny holes; pungent flavor	Appetizers, sandwiches		
Romano	Yellow white; hard, granular; piquant	Grated for seasoning		
Parmesan	Yellow white; hard; sharp flavor	Grated on soups, breads, spaghetti; in cooked food		
Mozzarella, Pizza	Nonripened, white; soft, stretchy cheese; when served hot becomes chewy	Sliced; in cooked foods		
Provolone	Light yellow; semihard, smooth, and somewhat plastic; mellow smoky flavor	Appetizers; sandwiches; in cooked foods; desserts		
Ricotta	White, sweet, cottage type cheese; nonripened soft cheese	Appetizers; salads; in foods; desserts		
Camembert	Creamy with edible white crust; soft; surface ripened	On crackers or with fruit; for appetizers or desserts		
Cheddar	White or orange; hard; mild to sharp flavor depending on aging; America's most popular	Appetizers; sandwiches, salads; in cooked foods; desserts		

ASSIGNMENT SHEET #1

SOME COMMON CHEESES AND THEIR USES			AVAILABILITY (YES OR NO)	COST
Name	Color, texture, flavor	Use		
Blue	Blue-veined, crumbly; semisoft to hard; sharp, salty flavor	Appetizers; salads; salad dressings; cooked foods; desserts		
Swiss	Light yellow; large holes; hard; nutlike sweet flavor	Appetizers; sandwiches; salads; in cooked foods		
Brick	Creamy yellow; semisoft with small holes; mild to sharp	Appetizers; sandwiches; salads; desserts		
Cream	White; nonripened; soft and smooth; mild, delicate flavor	Appetizers; sandwiches; salads; cooked foods; desserts		
Gouda	Red wax on surface, creamy yellow interior; semisoft; nutlike flavor	Appetizers; salads; in cooked foods; sliced; desserts		
Edam	Red wax outer surface, yellow interior; soft to hard; nutlike flavor	Appetizers; salads; in cooked foods; desserts		

DAIRY FOODS
UNIT VIII

ASSIGNMENT SHEET #2--COMPARE PURCHASABLE FORMS OF MILK

Milk is available in many forms. Visit a grocery store and mark the items below that are available, the cost per item, cost per serving, and general use.

	AVAILABLE (YES OR NO)	COST PER ITEM	COST PER SERVING	GENERAL USE OF THIS FORM (e.g., beverage)
Pasteurized milk				
Skim milk				
Chocolate milk				
Chocolate drink				
Homogenized milk				
Fortified milk				
Evaporated milk				
Sweetened condensed milk				
Nonfat dry milk				

DAIRY FOODS
UNIT VIII

JOB SHEET #1--PREPARE WHITE SAUCE

(NOTE: These instructions are for medium white sauce.)

I. Equipment

   A. Saucepan

   B. Measuring spoons

   C. Measuring cups

   D. Wooden spoon

II. Ingredients

   (NOTE: These ingredients will yield 250 mL or 1 c.)

   A. Margarine, 30 mL (2 T)

   B. Flour, 30 mL (2 T)

   C. Salt, 1.25 mL (1/4 t)

   D. Pepper, 0.6 mL (1/8 t)

   E. Milk, 250 mL (1 c)

III. Procedure

   A. Melt margarine over low heat in saucepan

   B. Blend in flour, salt, and pepper

   C. Cook over low heat stirring until mixture is smooth and bubbly

   D. Remove from heat

   E. Stir in milk

   F. Return to heat and bring to a boil, stirring constantly

   G. Boil one minute

   H. Remove from heat

DAIRY FOODS
UNIT VIII

JOB SHEET #2-PREPARE MACARONI AND CHEESE

I. Equipment

A. Oblong baking dish, 29 cm x 19 cm x 3.8 cm (11 1/2" x 7 1/2" x 1 1/2")

B. Saucepan 4 L (4 qt)

C. Measuring spoons

D. Measuring cup, liquid

E. Hot pads

II. Ingredients

A. Macaroni, 196-224 g (7-8 oz)

B. Sharp cheddar cheese, cut up, 500 mL (2 c)

C. Salt, 20 mL (4 t)

D. Medium white sauce, 500 ml (2 c)

III. Procedure

A. Heat oven to 175°C or 350°F

B. Prepare macaroni

1. Bring 1500 mL (6 c) water and 20 mL (4 t) salt to a rapid boil
2. Add macaroni
3. Bring back to rapid boil
4. Cook, stirring constantly, 3 minutes
5. Cover with a tight-fitting lid
6. Remove from heat and let stand 10 minutes
7. Drain

(NOTE: If used in hot dishes, rinse with hot water and use immediately. If used for salad, rinse with running cold water.)

C. Place cooked macaroni, cheese, salt, and pepper in alternate layers in buttered oblong baking dish ending with a layer of cheese on top

JOB SHEET #2

D. Pour white sauce over all layers

E. Sprinkle with paprika

F. Bake 35 to 45 minutes or until golden brown on top

G. Serve hot from baking dish garnished, if desired, with parsley sprigs, pimiento, or pepper rings

DAIRY FOODS
UNIT VIII

TEST

NAME ______________________________ SCORE ______________

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

_____a. Settling out of protein due to action of acid, heat, or enzyme

_____b. Food product made or derived from milk

_____c. Chese made by adding bacteria molds, yeasts, and enzymes to milk and allowed to age or ripen

_____d. Cheese that has not gone through a curing process

1. Dairy food
2. Natural cheese
3. Fresh or unripened cheese
4. Coagulate

2. Select from the list below the main nutrients found in dairy foods by placing an "X" in the appropriate blanks.

_____a. Protein

_____b. Carbohydrates

_____c. Fats

_____d. Vitamin A

_____e. Vitamin K

_____f. Phosphorous

_____g. Thiamine

_____h. Riboflavin

_____i. Niacin

_____j. Vitamin C

_____k. Vitamin D

_____l. Calcium

_____m. Iron

3. Name two forms of cheese.

a. ____

b. ____

4. Select from the list below principles of cheese cookery.

_____a. Cook at a high temperature to make the cheese smooth

_____b. Cut in small pieces when adding to other ingredients so the cheese will melt quickly and blend with other foods ______c. Use natural cheese in cookery because fresh or unripened cheese may not blend well with other ingredients

______d. Cook for a long time to avoid toughness

5. Name two general uses of milk.

a. ______________________________

b. ______________________________

6. State the goal of milk cookery.

____

____

7. Select from the list below methods for successful milk cookery. Place an "X" in the appropriate blanks.

______a. Use high cooking temperature

______b. Thicken the milk or acid food before combining

______c. Use milk stored at room temperature for at least one hour

______d. Use fresh milk

8. Match the purchasable forms of milk on the right to the correct descriptions on the left. Place the appropriate numbers in the blanks provided.

______a. Skim milk to which chocolate flavor has been added

______b. Milk which has been heated to destroy harmful organisms

______c. Heavy cream containing a minimum of 36 percent fat

______d. Canned milk made from sweetened whole milk and from which about 60 percent of the water has been removed

______e. Blend of milk and cream with 10 to 12 percent fat

______f. Milk from which most of the fat has been removed

______g. Whole milk from which the water and fat have been removed

1. Pasteurized milk
2. Sweetened condensed milk
3. Skim milk
4. Half and half
5. Whipping cream
6. Chocolate drink
7. Nonfat dry milk

_____h. Milk to which vitamin D has been added

_____i. Canned milk from which about 60 percent of the water is evaporated

_____j. Whole milk to which chocolate flavor has been added

_____k. Milk in which cream will not rise to the top

8. Evaporated milk
9. Fortified milk
10. Chocolate milk
11. Homogenized milk

9. Compare common cheeses.

10. Compare purchasable forms of milk.

11. Demonstrate the ability to:

    a. Prepare white sauce.

    b. Prepare macaroni and cheese.

(NOTE: If activities 9-11 have not been accomplished prior to the test, ask your instructor when they should be completed.)

DAIRY FOODS
UNIT VIII

ANSWERS TO TEST

(NOTE: The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 150.)

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided. (8 points)

4	a. Settling out of protein due to action of acid, heat, or enzyme	1.	Dairy food
1	b. Food product made or derived from milk	2.	Natural cheese
2	c. Cheese made by adding bacteria, molds, yeasts, and enzymes to milk and allowed to age or ripen	3.	Fresh or unripened cheese
3	d. Cheese that has not gone through a curing process	4.	Coagulate

2. Select from the list below nutrients contained in dairy food by placing an "X" in the appropriate blanks. (13 points)

X a. Protein

_____ b. Carbohydrates

_____ c. Fats

X d. Vitamin A

_____ e. Vitamin K

_____ f. Phosphorous

_____ g. Thiamine

X h. Riboflavin

_____ i. Niacin

_____ j. Vitamin C

X k. Vitamin D

X l. Calcium

_____ m. Iron

3. Name the two forms of cheese. (2 points)

a. Natural

b. Fresh or unripened

4. Select from the list below principles of cheese cookery. (8 points)

_____ a. Cook at a high temperature to make the cheese smooth

X b. Cut in small pieces when adding to other ingredients so the cheese will melt quickly and blend with other foods

___X___ c. Use natural cheese in cookery because fresh or unripened cheese may not blend well with other ingredients

______ d. Cook for a long time to avoid toughness

5. Name two general uses of milk. (2 points)

   a. Beverage

   b. Recipe ingredient

6. State the goal of milk cookery. (3 points)

   Prevent film or scum formation, boiling over, scorching, and curdling

7. Select from a list methods for successful milk cookery by placing an "X" in the appropriate blanks. (8 points)

______ a. Use high cooking temperature

___X___ b. Thicken the milk or acid food before combining

______ c. Use milk stored at room temperature for at least one hour

___X___ d. Use fresh milk

8. Match the purchasable forms of milk on the right to the correct descriptions on the left. Place the appropriate numbers in the blanks provided. (24 points)

___6___ a. Skim milk to which chocolate flavor has been added

___1___ b. Milk which has been heated to destroy harmful organisms

___5___ c. Heavy cream containing a minimum of 36 percent fat

___2___ d. Canned milk made from sweetened whole milk and from which about 60 percent of the water has been removed

___4___ e. Blend of milk and cream with 10 to 12 percent fat

___3___ f. Milk from which most of the fat has been removed

___7___ g. Whole milk from which the water and fat have been removed

1. Pasteurized milk
2. Sweetened condensed milk
3. Skim milk
4. Half and half
5. Whipping cream
6. Chocolate drink
7. Nonfat dry milk

9	h. Milk to which vitamin D has been added	8.	Evaporated milk
8	i. Canned milk from which about 60 percent of the water is evaporated	9.	Fortified milk
10	j. Whole milk to which chocolate flavor has been added	10.	Chocolate milk
11	k. Milk in which cream will not rise to the top	11.	Homogenized milk

9. Compare common cheeses. (15 points)

10. Compare purchasable ,forms of milk. (15 points)

11. Demonstrate the ability to:

    a. Prepare white sauce. (26 points)

    b. Prepare macaroni and cheese. (26 points)

(NOTE: Activities 9-11 should be evaluated to the satisfaction of the instructor.)

EGGS
UNIT IX

UNIT OBJECTIVE

After completion of this unit, the student should be able to prepare eggs or foods containing eggs. This knowledge will be evidenced through demonstration and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with eggs to the correct definitions.
2. Select from a list main nutrients contained in eggs.
3. Label the parts of an egg.
4. Describe egg cookery principles.
5. Name uses of eggs in recipes.
6. Discuss factors to consider when purchasing eggs.
7. Match grades of eggs to their descriptions/diagrams.
8. Describe the proper storage of eggs.
9. Demonstrate the ability to:
    a. Separate eggs for cookery.
    b. Prepare cheese omelet.
    c. Prepare hard-cooked eggs.
    d. Prepare basic vanilla pudding.
    e. Prepare Forgotten Cookies.

EGGS
UNIT IX

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and job sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information sheet.

   E. Demonstrate procedures outlined in job sheets.

   F. Localize job sheets according to facilities, equipment, and tools available in home economics department.

   G. Demonstrate and explain the candling process.

   (NOTE: If possible, obtain a freshly laid or farm fresh egg and a fertilized egg for students to candle. If this is not possible, "age" an egg for one to two weeks.)

      1. Darken the room.

      2. Use a cardboard tube (e.g. toilet paper roll) and place a flashlight at one end of the tube and an egg at the other end.

      3. Examine the egg against the tube of light.

      4. Were the students able to see the air space? The yolk? What grade would each assign to the egg? Why?

   H. Break an egg on a plate. (Use the same egg you candled.) What grade would each student assign to the broken egg? Why? Is the grade the same as the student determined when observing the egg with a light? How many parts of the egg in the dish can the students identify?

   I. Arrange a field trip to a grocery store or prepare a display of eggs of different grades and sizes. Have students record the grades, weights, sizes, and prices available. What kind of labels were used, and which eggs seem to be the best buy for breakfast and for use as an ingredient in general cooking?

   J. Give test.

   K. Reteach if necessary.

II. Unit reference--Medved, Eva. *The World of Food.* Lexington, MA: Ginn and Company, 1973.

EGGS
UNIT IX

INFORMATION SHEET

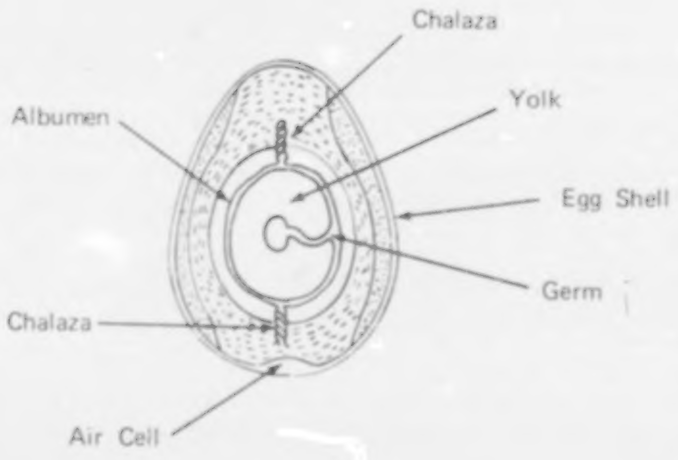
I. Terms and definitions

- A. Yolk--Yellow part of egg that is a rich source of nutrients
- B. Chalaza--Cord which holds the yolk near the center of the egg
- C. Albumen--White portion of egg
- D. Air cell--Bubble at the blunt end of egg that increases in size with age
- E. Coagulate--Liquid heated to become soft, semisolid mass

II. Main nutrients contained in eggs

- A. Protein
- B. Riboflavin
- C. Vitamin A
- D. Vitamin D
- E. Iron
- F. Phosphorus
- G. Fat

III. Parts of an egg


Chalaza
Albumen
Yolk
Egg Shell
Germ
Chalaza
Air Cell

INFORMATION SHEET

IV. Egg cookery principles (Job Sheets #1, #2, #3, #4, and #5)

A. Use low temperature

B. Cook only until desired firmness is achieved

(NOTE: Overcooking causes toughening, curdling, and discoloration.)

V. Uses of eggs in recipes (Job Sheets #1, #2, #3, #4, #5)

(NOTE: When eggs are used alone or are the principle recipe ingredient, it is important to use eggs of high quality.)

A. Add nutrients

B. Improve color, flavor, and texture of food products

C. Thicken food products

Examples: Pudding, cream pie filling, custards

D. Bind ingredients together

Examples: Holds together the ingredients of meat loaves, ham croquettes, and poultry dressing

Holds crumbs together for a coating on breaded food

E. Garnish food

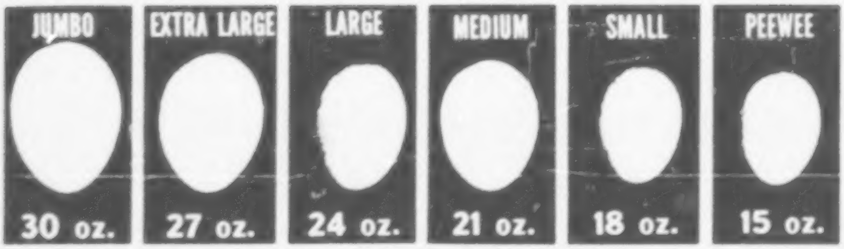
Examples: Green peas, spinach, chef's salad

F. Leaven baked goods

Examples: Cakes, soufflés, puffy omelets

VI. How to purchase eggs

A. Consider both grade (quality) and size (weight) in relation to price



INFORMATION SHEET

B. Choose eggs stored in refrigerated cases

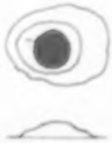
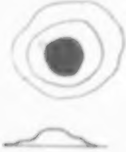
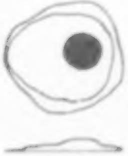
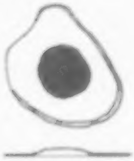
C. Select whole clean eggs with no cracks

(NOTE: Open carton if possible. Avoid cracked eggs even if the contents are not leaking. They may be contaminated and can cause illness, e.g. salmonellosis.)

D. Select size and grade suitable for needs

VII. Grades of eggs

(NOTE: Generally, a grocery store will carry only two sizes in one or two grades, e.g. AA or A.)

GRADE	DESCRIPTION	DIAGRAM
AA	Area covered is small; yolk is firm and upstanding; thick white is large in amount and stands high and firmly around the yolk; thin white is small in amount	
A	Area covered is moderate; yolk is round and upstanding; thick white is large in amount and stands fairly well around the yolk; thin white is small in amount	
B	Area covered is wide; yolk is somewhat flattened; thick white is medium in amount and flattened; thin white is medium in amount	
C	Area covered is very wide; yolk is very flattened and breaks easily; very little thick white is present; thin white is large in amount and watery	

VIII. Proper storage of eggs

(NOTE: Eggs should be purchased and stored immediately, like ice cream.)

A. Keep in refrigerator in closed container

B. Store with pointed end down to avoid movement of yolk and air cell

INFORMATION SHEET

C. Avoid washing eggs because protective coating on the shell helps to maintain egg quality during storage

D. Store leftover whites and yolks in tightly covered containers

(NOTE: If the quantity of leftover yolks is small, cover with a thin layer of milk or water.)

EGGS
UNIT IX

JOB SHEET #1--SEPARATE EGGS FOR COOKERY

I. Equipment

   A. Egg

   B. Egg separater

   C. Bowl, small

II. Procedure

   (NOTE: Eggs beat up faster to larger volume and are easier to separate when brought to room temperature before using.)

   A. Wash egg

   B. Break one egg at a time using knife

   C. Remove foreign particles from eggs

   D. Separate yolk from white, one at a time

   E. Keep yolk from mixing with white

      (CAUTION: If yolk mixes with white, whites will not beat and form foam.)

EGGS
UNIT IX

JOB SHEET #2--PREPARE CHEESE OMELET

I. Equipment

   A. Grater

   B. Mixing bowl

   C. Wire whip

   D. Skillet

   E. Hot pads

   F. Range

   G. Fork

II. Ingredients

   (NOTE: This will yield two servings.)

   A. Eggs, 3

   B. Grated cheddar cheese, 28 g (1 oz)

   C. Salt to taste

   D. Pepper to taste

   E. Shortening, small amount

III. Procedure

   A. Break eggs into mixing bowl

   B. Whip with wire whip

   C. Season skillet

   D. Place skillet on range at 134°C or 275°F

   E. Pour in eggs

   F. Shake pan back and forth

   G. Add salt, pepper, and cheese when eggs start to set

JOB SHEET #2

H. Roll egg toward you with fork while snapping skillet away

I. Garnish

J. Serve immediately

(NOTE: Omelets CANNOT be held before serving!)

EGGS
UNIT IX

JOB SHEET #3--PREPARE HARD-COOKED EGGS

I. Equipment

- A. Saucepan with cover
- B. Spoon
- C. Bowl
- D. Hot pads

II. Ingredients

- A. Egg, 1
- B. Water

III. Procedure

(NOTE: Salt added to water will prevent cracking and make peeling easier.)

A. Cold water method

1. Allow egg to reach room temperature
2. Place egg in saucepan with enough water to come at least 2.5 cm (1 in) above egg
3. Bring water to a boil rapidly
4. Remove from heat
5. Cover
6. Allow egg to stand in hot water for 15 minutes
7. Cool immediately and thoroughly in cold water

   (NOTE: This makes shells easier to remove and helps prevent dark surface on yolks.)

B. Boiling water method

1. Place cold eggs in dish of lukewarm water to prevent cracked shells
2. Bring water in saucepan to rapid boil

   (NOTE: Use enough water to come 2.5 cm or 1 in above egg.)

JOB SHEET #3

3. Transfer egg from warm water to boiling water with spoon
4. Reduce heat
5. Simmer egg for 20 minutes
6. Cool eggs promptly and thoroughly in cold water

EGGS
UNIT IX

JOB SHEET #4--PREPARE BASIC VANILLA PUDDING

I. Equipment

A. Mixing bowl

B. Measuring cups

C. Measuring spoons

D. Sauce pan, 1000 mL (1 qt)

E. Wooden spoon

F. Custard or sherbet cups

G. Hot pads

II. Ingredients

(NOTE: This will yield 4-5 servings.)

A. Sugar, 187.5 mL (3/4 c)

B. Cornstarch, 30 mL (2 t)

C. Salt, 1.25 mL (1/4 t)

D. Milk, 500 mL (2 c)

E. Egg yolks, 2, slightly beaten

(NOTE: Save egg whites for meringue to "top" pudding or make Forgotten Cookies.)

F. Margarine, 30 mL (2 T)

G. Vanilla, 5 mL (1 t)

III. Procedure

A. Blend sugar, cornstarch, and salt

B. Add milk

C. Cook, stirring constantly, over medium heat until thickened and bubbly

JOB SHEET #4

D. Cook and stir two minutes more

E. Remove from heat

F. Stir small amount of hot mixture into yolks

G. Return to hot mixture

H. Cook and stir two minutes more

I. Remove from heat

J. Add butter and vanilla

K. Pour into custard or sherbet cups

L. Chill before serving

EGGS
UNIT IX

JOB SHEET #5--PREPARE FORGOTTEN COOKIES

I. Equipment

  A. Medium-sized bowl

  B. Measuring cups

  C. Measuring spoons

  D. Electric mixer

  E. Cookie sheets, 2

  F. Paper sack or aluminum foil

  G. Spoon

II. Ingredients

  (NOTE: These ingredients will yield three dozen.)

  A. Sugar, 157 mL (2/3 c)

  B. Egg whites, 2, beaten stiff

  C. Salt, 2.5 mL (1/2 t)

  D. Vanilla, 5 mL (1 t)

  E. Chocolate chips, 168 g (6 oz)

  F. Pecans, 125 mL (1/2 c), if desired

III. Procedure

  A. Preheat oven to 175°C or 350°F

  B. Cover cookie sheets with brown paper or aluminum foil

  C. Beat egg whites, salt, and vanilla until soft peaks form

  D. Add sugar gradually until peaks are stiff and glossy and sugar is dissolved

  E. Fold in chocolate chips and nuts

  F. Drop by spoonfuls onto prepared cookie sheet

JOB SHEET #5

G. Place cookies in preheated oven

H. TURN HEAT OFF IMMEDIATELY

I. Bake overnight

(NOTE: Do not open oven door! Cookies will "peel" from paper.)

EGGS
UNIT IX

TEST

NAME_______________________________SCORE_________________________

1. Match terms associated with eggs on right to the correct definitions on the left. Place the appropriate numbers in the blanks provided.

_____a. Bubble at the blunt end of egg that increases in size with age

_____b. Yellow part of egg that is a rich source of nutrients

_____c. White portion of egg

_____d. Liquid heated to become a soft, semisolid mass

_____e. Cord which holds the yolk near the center of the egg

1. Yolk
2. Chalaza
3. Albumen
4. Air cell
5. Coagulate

2. Select from the list below the main nutrients contained in eggs by placing an "X" in the appropriate blanks.

_____a. Protein

_____b. Carbohydrate

_____c. Fat

_____d. Vitamin A

_____e. Phosphorus

_____f. Thiamine

_____g. Riboflavin

_____h. Niacin

_____i. Vitamin C

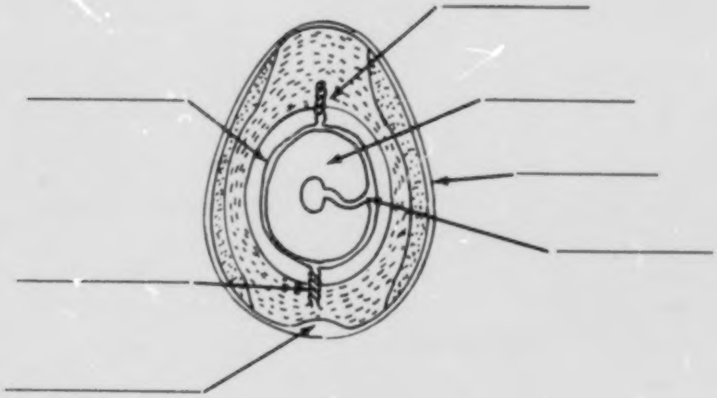
_____j. Vitamin D

_____k. Calcium

_____l. Iron

_____m. Iodine

3. Label the parts of the egg below by writing the correct names in the blanks provided.



4. Describe egg cookery principles.

____

____

____

5. Name four uses of eggs in recipes.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

6. Discuss factors to consider when purchasing eggs.

____

____

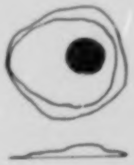
____

____

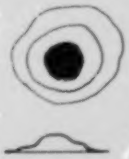
____

7. Match the grades of eggs on the right to the correct descriptions/diagrams on the left by placing the appropriate numbers in the blanks provided.

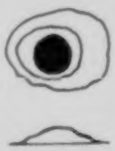
_____a. Area covered is wide; yolk is somewhat flattened; thick white is medium in amount and flattened; thin white is medium in amount



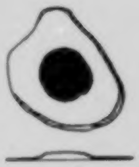
_____b. Area covered is moderate; yolk is round and upstanding; thick white is large in amount and stands fairly well around the yolk; thin white is small in amount



_____c. Area covered is small; yolk is firm and upstanding; thick white is large in amount and stands high and firmly around the yolk; thin white is small in amount



_____d. Area covered is very wide; yolk is very flattened and breaks easily; very little thick white is present; thin white is large in amount and watery



1. AA
2. A
3. B
4. C

8. Describe the proper storage of eggs.

____

____

____

____

____

9. Demonstrate the ability to:

a. Separate eggs for cookery.

b. Prepare cheese omelet.

c. Prepare hard-cooked eggs.

d. Prepare basic vanilla pudding.

e. Prepare Forgotten Cookies.

(NOTE: If the above activities have not been accomplished prior to the test, ask the instructor when they should be completed.)

EGGS
UNIT IX

ANSWERS TO TEST

(NOTE: The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 150.)

1. Match terms associated with eggs on the right to the correct definitions on the left. Place the appropriate numbers in the blanks provided. (5 points)

___ 4 ___ a. Bubble at the blunt end of egg that increases in size with age

___ 1 ___ b. Yellow part of egg that is a rich source of nutrients

___ 3 ___ c. White portion of egg

___ 5 ___ d. Liquid heated to become soft, semisolid mass

___ 2 ___ e. Cord which holds the yolk near the center of the egg

1. Yolk
2. Chalaza
3. Albumen
4. Air cell
5. Coagulate

2. Select from the list below the main nutrients contained in eggs by placing an "X" in the appropriate blanks. (13 points)

___ X ___ a. Protein

______ b. Carbohydrate

___ X ___ c. Fat

___ X ___ d. Vitamin A

___ X ___ e. Phosphorus

______ f. Thiamine

___ X ___ g. Riboflavin

______ h. Niacin

______ i. Vitamin C

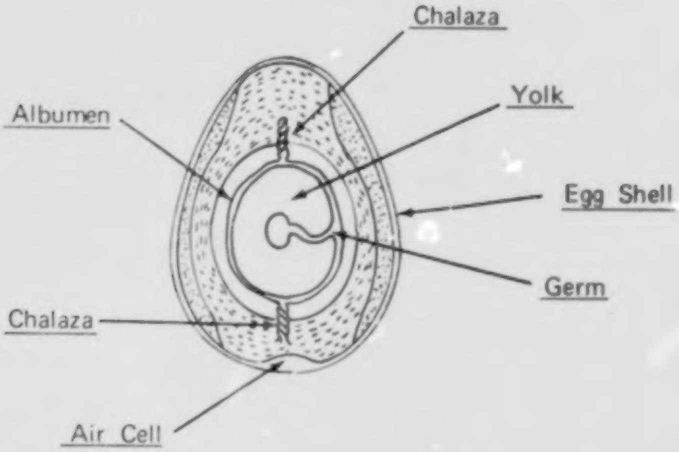
___ X ___ j. Vitamin D

______ k. Calcium

___ X ___ l. Iron

______ m. Iodine

3. Label the parts of the egg below by writing the correct names in the blanks provided. (14 points)



4. Describe egg cookery principles. (5 points)
   a. Use low temperature
   b. Cook only until desired firmness is achieved

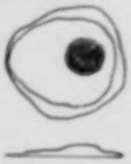
5. Name four uses of eggs in recipes. (4 points)

   (NOTE: Any four of the following are acceptable.)
   a. Add nutrients
   b. Improve color, flavor, and texture of food products
   c. Thicken food products
   d. Bind ingredients together
   e. Garnish food
   f. Leaven baked goods

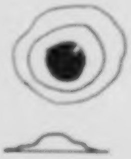
6. Discuss factors to consider when purchasing eggs. (5 points)
   a. Consider both grade (quality) and size (weight) in relation to price
   b. Choose eggs stored in refrigerated cases
   c. Select whole clean eggs with no cracks
   d. Select size and grade suitable for needs

7. Match the grades of eggs on the right to the correct descriptions/diagrams on the left by placing the appropriate numbers in the blanks provided. (4 points)

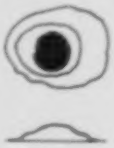
3 a. Area covered is wide; yolk is somewhat flattened; thick white is medium in amount and flattened; thin white is medium in amount



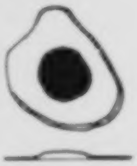
2 b. Area covered is moderate; yolk is round and upstanding; thick white is large in amount and stands fairly well around the yolk; thin white is small in amount



1 c. Area covered is small; yolk is firm and upstanding; thick white is large in amount and stands high and firmly around the yolk; thin white is small in amount



4 d. Area covered is very wide; yolk is very flattened and breaks easily; very little thick white is present; thin white is large in amount and watery



1. AA
2. A
3. B
4. C

8. Describe proper storage of eggs. (5 points)

a. Keep in refrigerator in closed container

b. Store with pointed end down to avoid movement of yolk and air cell

c. Avoid washing eggs because protective coating on the shell helps to maintain egg quality during storage

d. Store leftover whites and yolks in tightly covered containers

9. Demonstrate the ability to:

a. Separate eggs for cookery. (10 points)

b. Prepare cheese omelet. (25 points)

c. Prepare hard-cooked eggs. (10 points)

d. Prepare basic vanilla pudding. (25 points)

e. Prepare Forgotten Cookies. (25 points)

(NOTE: Performance activities should be evaluated to the satisfaction of the instructor.)

PERSONAL LIVING SPACE
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to evaluate personal living space, make a personal living space cleaning timetable, improvise a storage device, and make a plan to personalize living space. This knowledge will be evidenced by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with personal living space to the correct definitions.
2. Describe how room personality is expressed.
3. Name human needs met in personal living space.
4. Name the three basic storage rules.
5. Select from a list advantages of orderly personal living space.
6. Describe adequate study area.
7. Evaluate a personal living space.
8. Make a personal living space cleaning timetable.
9. Improvise a storage device.
10. Make a plan to personalize living space.

PERSONAL LIVING SPACE
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Categorize needs met in personal living space by drawing this chart on chalkboard.

   WHAT I. . .

"GOTTA HAVE"	"OUGHTA HAVE"	"WANTA HAVE"	"FORGET IT"

   Students should list at least three to five items in each category.

   F. Introduce unit with "What's Your Housing Bag?" Have students clip magazine pictures and words that are reflected in their "rooms" at home. Paste these pictures in collage fashion and use as a promotion for discussion and motivation.

   (NOTE: Be sure to emphasize that these pictures and words are individual matters. There is no "right" or "wrong.")

   G. Show both purchased and improvised storage devices.

   H. Have students assist in the creation of a cleaning timetable for the home economics room. Make a chart and post in room.

   I. Ask students to compose short paragraph, "The Home Ec Room Personality."

   J. Obtain storage material from extension department.

   K. Focus class discussion on study area; provide examples of study area arrangement. Could an adequate study area help improve study habits?

   L. Use Assignment Sheets #2 and #4 for home experience.

   M. Set up a room, take a field trip, or collect pictures for students to use with Assignment Sheet #1.

N. Give test.

O. Reteach if necessary.

II. Unit references:

A. Cross, Aleene. *Introductory Homemaking.* New York: J. B. Lippincott Company, 1970.

B. Lewis, Dora S., Burns, Jean O., and Segner, Esther F. *Housing and Home Management.* New York: MacMillan Company, 1969.

III. Additional references:

(NOTE: There are several bulletins, visual aides, and publications available through the county extension office.)

A. *Home Care.* Kit includes manual, visuals, ditto masters. Available from Proctor and Gamble Teaching Aids, P.O. Box 14403, Cincinnati, Ohio 45214.

B. *A Home With New Room.* Available from Rubbermaid Incorporated, Home Service Center, Wooster, Ohio 44691.

PERSONAL LIVING SPACE
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Personal living space--Individual's environment and surroundings

(NOTE: The most common personal living space identified by the majority of teens is their bedroom or sleep area.)

B. Room personality--Sum total of ideas, feelings, and beliefs that any room reflects in its decorations and design

C. Orderliness--Lack of confusion based on systematic arrangement of room's objects

D. Self-esteem--Confidence and satisfaction in oneself; one's good opinion of oneself

E. Privacy--"Place" to carry out tasks, to be alone, to think, and to "make mistakes" without others observing

F. Frustration--Feeling of confusion or uncertainty that results when an individual's efforts are blocked

G. Improvise--Make, provide, or do with tools and materials on hand, usually to fill an unforeseen and immediate need

H. Personalize--Activities carried out to make a plan, room, or idea meet a person's needs

II. Room personality (Assignment Sheet #4)

A. Room personality is created by its occupant(s)

(NOTE: Consciously or unconsciously the personality of the owner is reflected in the room(s). However, if owner wishes the room to have a personality of its own, decisions must be made consciously.)

B. Kinds of activities that go on in a room determine in part the room personality

C. Color contributes to room personality

D. Cleanliness and orderliness contribute to room personality

INFORMATION SHEET

III. Human needs met in personal living space

   A. Sleep/rest

   B. Hobbies

   C. Self-esteem

   D. Recreation

   E. Entertainment

   F. Study

   G. Privacy

IV. Basic storage rules (Assignment Sheet #3)

   A. Easy to identify

   B. Easy to reach

   C. Stored near the place of first or most frequent use

V. Advantages of orderly personal living space

   A. Helps reduce or eliminate frustration

   B. Provides an atmosphere for purposeful activity

   C. Provides an atmosphere for decision-making

   (NOTE: You may or may not be more easily distracted in an orderly room.)

   D. Conserves time and energy

   (NOTE: The time spent in putting a room in order can be used in other ways. Also, it requires more time to perform tasks in an unorderly room than to perform the same tasks in an orderly room.)

VI. Study area

   A. Distractions should be kept at a minimum

   B. Study area may be permanent or temporary

   (NOTE: A desk provides an ideal permanent place to work, but a card table can be tucked away behind a door. A book case may be made of bricks and boards.)

INFORMATION SHEET

C. Furnishings should be comfortable and adequate

D. Light should be sufficient for reading and writing

(NOTE: Planned lighting should increase efficiency and lessen eye strain. Light should be above and to the side of the work center so that body does not cast a shadow. Glare should be avoided.)

E. Storage for study materials adds to convenience

PERSONAL LIVING SPACE
UNIT I

ASSIGNMENT SHEET #1--EVALUATE A PERSONAL LIVING SPACE

Ask yourself the following questions. Based on your evaluation, write your suggestions for improvements on a separate sheet of paper. What improvements are within your control?

ACTIVITIES

1. For what purposes other than sleeping do you use your bedroom?
2. How many people share the room and for what purposes? Does the room afford privacy for each?
3. Is the room large enough for these purposes?
4. Are furnishings adequate for these activities? Is the bed comfortable and the work surface at the appropriate height?

TRAFFIC PATTERNS

1. Is the bedroom in a quiet place in relation to overall household?
2. Does furniture placement permit ease of movement through the room? If shared by two or more persons, is the room arranged so that each can move freely yet have access to personal possessions? Check ease of movement from closet to dresser, dresser to bathroom, book shelves to desk.

LIGHTING AND VENTILATION

1. Is there adequate light for grooming? For study?
2. Is there a night lamp for reading near the bed?
3. Can room be easily ventilated to keep it fresh and comfortable?
4. Can windows be shaded for proper rest and relaxation?

APPEARANCE

1. Is the over-all appearance cheerful, restful, and inviting?
2. Are personal items kept neat and out of sight?
3. If room is not neatly kept, is this due to lack of storage space?

ASSIGNMENT SHEET #1

MAINTENANCE

1. Is there enough storage space for clothing, books, and other personal articles?
2. Are beds easy to make?
3. Are furnishings easy to care for?

PERSONAL LIVING SPACE
UNIT I

ASSIGNMENT SHEET #2--MAKE A PERSONAL LIVING SPACE CLEANING TIMETABLE

It would be a rare teen whose mother or father had never stood outside the teen's room with a look of despair and said, "Aren't you EVER going to clean up this mess?"

Cleaning tasks fall into daily, weekly, and occasional cycles; however, it is up to you to decide which day and at what hours it is best for you to do each job. School hours, working hours, and athletic schedules should be considered in making a timetable.

A cleaning timetable may include small chores for each day in the week, but this schedule should be FLEXIBLE, NOT RIGID. Adequate daily cleaning can reduce or possibly prevent major weekly or seasonal cleaning. If cleaning chores are spread over a period of time, the room stays clean and orderly and not so much energy is used. A LITTLE WORK DONE EVERY DAY KEEPS A ROOM ORDERLY, CUTS DOWN ON FRUSTRATION, AND MAKES THE JOB OF KEEPING AN ORDERLY ROOM A PLEASANT ONE.

(NOTE: A few minutes used to create orderliness may really save time! It really takes LESS time to hang up a coat, a dress, a jacket, or a towel than to pick it up later and hang it up!)

Examples:
- Putting you clothes away when undressing
- Dropping waste materials in trash can
- Hanging up towels

A timetable may involve forming new habits!

Use the sample schedule below and "personalize" a living space cleaning timetable that will meet your needs to maintain an orderly living space.

DAILY	M	T	W	T	F	S	S
1. Make the bed.							
2. Straighten bureau tops.							
3. Hang up clean clothing. Put soiled clothing in hamper.							
4. Other:							

ASSIGNMENT SHEET #2

WEEKLY	M	T	W	T	F	S	S
1. Change bed linens.							
2. Straighten contents of closet and bureau drawers.							
3. Vacuum or sweep floor.							
4. Empty waste baskets.							
5. Dust, clean, or polish furniture and mirrors.							
6. Other:							

OCCASIONALLY	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1. Put away out-of-season clothing and bedding.												
2. Dust mattress and bed springs and turn mattress monthly.												
3. Empty closet and vacuum or wash walls and shelves.												
4. Other:												

ASSIGNMENT SHEET #2

DAILY	M	T	W	T	F	S	S
1.							
2.							
3.							
4.							
5.							
6.							
Other:							

WEEKLY	M	T	W	T	F	S	S
1.							
2.							
3.							
4.							
5.							
6.							
Other:							

OCCASIONALLY	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1.												
2.												
3.												
4.												
5.												
6.												
Other:												

PERSONAL LIVING SPACE
UNIT I

ASSIGNMENT SHEET #3-IMPROVISE A STORAGE DEVICE

Proper storage, like cleanliness, certainly contributes to orderliness. Few homes have enough storage space. Look around your personal living space. What kinds of things do not have a place to be stored? Total storage space can be increased by improvising.

Improvise a storage item that can be used in your personal living space. Use these ideas to get you started!

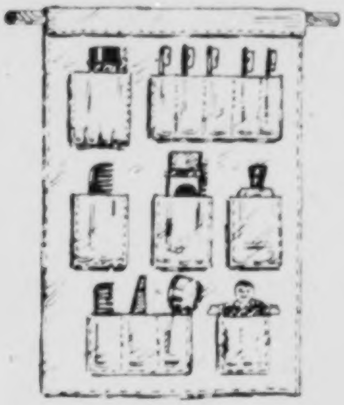
A POCKET "CATCH-ALL"

Buy a shoe bag or use an old one.

OR

Make one from a sturdy piece of fabric about 61 cm X 122 cm (2 ft X 4 ft)

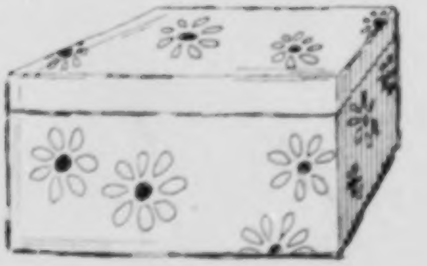
1. Make a narrow hem around edge.
2. Make a 5 cm (2 in) hem at top for doweling or rod.
3. Cut pockets larger than each item from another piece of fabric.
4. Sew narrow hems all around the pocket. Gather at bottom of pocket so there will be room to slip in the item. Sew the pockets on.



A BOX FOR EVERYTHING

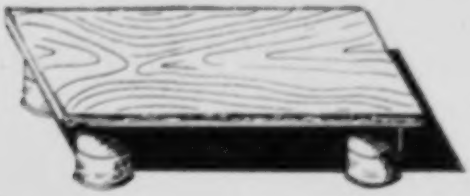
1. Ask the grocer for a box with a lid or find an old trunk that can be used for storing quilts and blankets.
2. Paint or paper to match something in the room. Drape fabric over it to make a little coffeetable or nightstand.

ASSIGNMENT SHEET #3



Make short stacks instead of high ones.

You might add a shelf to a closet by using bricks or tall cans and placing a board on top.



PEGS, NAILS OR HOOKS

Drill holes in a board. Glue in pieces of dowel or broomstick.

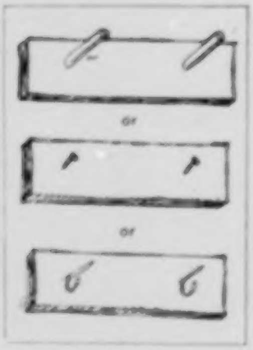
Place pegs at least one foot apart.

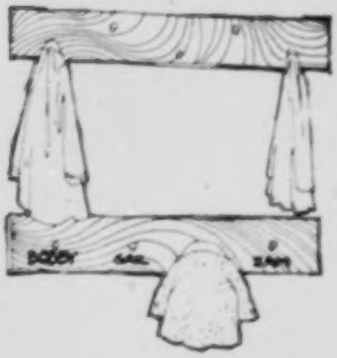
OR

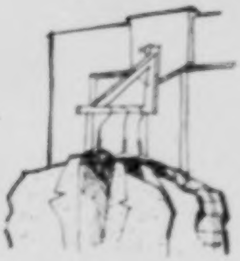
Use large nails in place of pegs.

OR

Screw in clothes hooks.

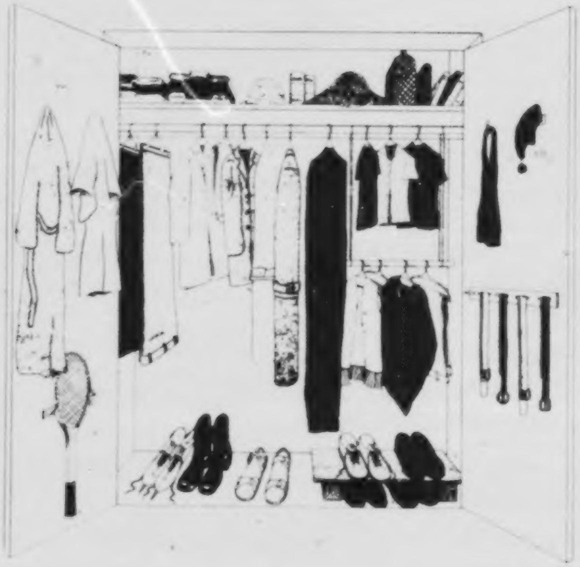






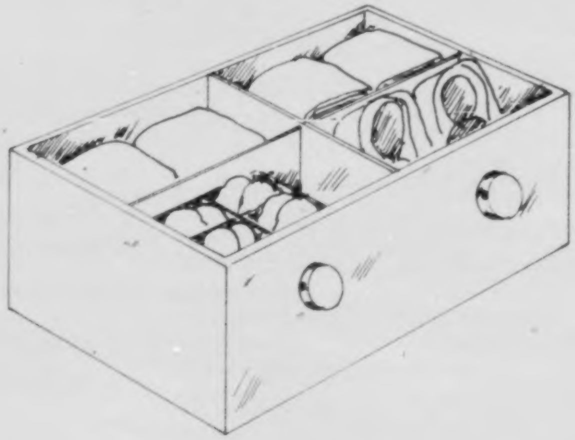
ASSIGNMENT SHEET #3

CLOSET



DRAWER DIVIDER

(NOTE: Elastic can be stapled around drawers to hold bottles in place.)



PERSONAL LIVING SPACE
UNIT I

ASSIGNMENT SHEET #4--MAKE A PLAN TO PERSONALIZE LIVING SPACE

Consciously or unconsciously the personality of the room's "owner" is reflected by its occupant(s). Select a room, decide what you can do to create a more appropriate room personality, and make a plan to personalize the living space within your home on the blank page provided.

STEP 1

The first step in planning is to identify needed changes. List all the things that you would like to change in a room.

(NOTE: You may know that you cannot do all of these, but before you can decide you need to identify what you would like to do!)

STEP 2

Analyze what is involved in each change. Some of the answers may be relatively simple; others will require much time and perhaps a great deal of money.

(NOTE: All these factors should be determined for each change that you desire before you can make an intelligent decision about changing a room.)

STEP 3

Decide what is possible.

(NOTE: This probably will involve your parents, but you may be able to make some of these decisions before conferring with them. If your income is limited, the changes that involve money may have to be eliminated. Changes in arrangement, orderliness, and some decorative accessories can usually be made if your parents approve. DETERMINING WHAT IS POSSIBLE IS PERHAPS THE MOST ESSENTIAL PART OF PLANNING! THIS GIVES DIRECTION TO WHAT YOU WILL DO FROM THAT POINT!)

STEP 4

Make and carry out the plan.

(NOTE: The plan may be a simple one, and the carrying out may be simple or complex. The plan may involve parents, teachers, or other members of your family.)

Example: Anna wanted to change the living room. She had just started dating and this room had a new significance to her. After she had made a partial plan she consulted her parents. They helped her to see that they could even do some things she thought were not possible. Her two brothers were brought into the discussion and the entire family completed a plan. They were all able to help in painting the room and making new draperies for the windows. Anna's parents promised that in time (and with saving money from the family income) her other ideas could be completed.

COLOR
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to plan a color scheme. This knowledge will be evidenced by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with color to the correct definitions.
2. Classify primary, secondary, and intermediate (tertiary) colors.
3. Distinguish between cool and warm colors.
4. Match the dimensions of colors to their definitions.
5. Match basic color schemes to the correct descriptions.
6. Name guidelines for using color.
7. Plan color schemes.
8. Make a color wheel.
9. Change intensity of color.
10. Change value of color.

COLOR
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

- A. Provide student with objective sheet.
- B. Provide student with information, assignment, and job sheets.
- C. Discuss unit and specific objectives.
- D. Discuss information and assignment sheets.
- E. Demonstrate procedures outlined in job sheets.
- F. Catch students' attention about the importance of color in our lives (e.g. color is symbolic of our feelings and emotions; color is associated with certain personal characteristics; color has certain connotations).

  Examples: Color is symbolic of feelings and emotions

  Feel blue
  See red
  In the pink
  Black rage
  Green with envy

  Color is associated with certain personal characteristics

  "Yellow," "True Blue," "Green"

  Color has certain connotations

  Black--Sorrow, gloom, death, sexy
  Red--Danger, sexy
  White--Innocence, purity
  Green--Immaturity, freshness, spring
  Blue--Sadness, serenity, fidelity
  Gray--Old age
  Purple--Royalty

- G. Relate color to clothing choices.

  Examples: Dull and dark colors make one appear smaller but enhance the silhouette

  Bright and light colors make one appear larger but detract from the silhouette

H. Assemble equipment and materials (water color paints, finger paint, tempera) for job sheets.

(NOTE: Styrofoam egg cartons are good for mixing paint and cleaning brushes.)

I. Have students attach clippings from magazines that represent each of the basic color schemes and attach them to Assignment Sheet #1; compare finished assignment sheets. Do the cool and warm colors change the room's personality?

J. Order color wheel and *Color in Home Furnishings* from Sears to supplement unit.

K. Work/team teach with science teacher to present the science of color.

L. Use glass containers with food coloring and water to show mixing of colors.

M. Ditto extra copies of color wheel to "pretest" students' basic knowledge of color.

(NOTE: The Prang system of color is used in this unit.)

N. Give test.

O. Reteach if necessary.

II. Unit references:

A. Clements, Irene, and Coffey, Judy. *Home Economics: Basic Core Curriculum.* Stillwater: Oklahoma State Department of Vocational-Technical Education, 1972.

B. Lewis, Dora S.; Burns, Jean O.; and Segner, Esther F. *Housing and Home Management.* New York: The MacMillan Company, 1969.

C. *Color in Home Furnishings.* Color wheel, study guide and printed originals available from Consumer Information Services, Department 703-Public Relations, Sears and Roebuck and Co., 7401 Skokie Boulevard, Skokie, Illinois 60076.

III. Additional reference--Sherwood, Ruth. *Homes: Today and Tomorrow.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1976.

COLOR
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Primary colors--Colors from which all other colors are produced (Job Sheet #1)

Examples:	Red, yellow, blue

B. Secondary colors--Colors made by combining two primary colors in equal amounts (Job Sheet #1)

Examples:	Orange, green, and violet

C. Intermediate (tertiary) colors--Colors made when a primary color is mixed with equal amounts of secondary color next to it on the color wheel (Job Sheet #1)

Examples:	Yellow-green, blue-green, blue-violet, red-violet, red-orange, yellow-orange

D. Dominant color--Color that "stands out" or is used most in color scheme

(NOTE: A dominant color is necessary to give any area a feeling of unity. The dominant color will probably show up in upholstery, rugs, pictures, and drapery fabrics.)

E. Tints--Light values; color with white added (Job Sheet #3)

Example:	Pink is a tint of the color red

F. Shades--Dark values; color with black added (Job Sheet #3)

Example:	Maroon is a shade of the color red

G. Accent colors--Colors used in small amounts in a room

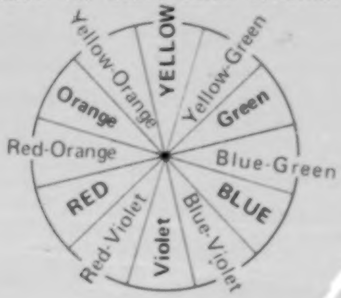
H. Neutral colors--Colors not seen in color wheel

(NOTE: Technically, neutrals are not colors.)

Examples:	Tan, gray, brown, black, white

INFORMATION SHEET

I. Color wheel--Most common device used to show the relationship between colors; provides basis for basic color schemes


YELLOW
Yellow-Green
Green
Blue-Green
BLUE
Blue-Violet
Violet
Red-Violet
RED
Red-Orange
Orange
Yellow-Orange

II. Primary, secondary, and intermediate (tertiary) colors

A. Primary

1. Red
2. Yellow
3. Blue

B. Secondary colors

1. Orange
2. Green
3. Violet (purple)

C. Intermediate (tertiary) colors

1. Yellow-orange
2. Red-orange
3. Red-violet (purple)
4. Blue-violet (purple)
5. Blue-green
6. Yellow-green

III. Cool and warm colors

A. Cool

(NOTE: Cool colors recede and are quiet and soothing; they are used to enhance rooms with southern exposure.)

1. Green

INFORMATION SHEET

2. Blue-green
3. Blue
4. Blue-violet (purple)
5. Violet (purple)
6. Red-violet (purple)

B. Warm colors

(NOTE: Warm colors advance and are friendly, stimulating colors that enhance rooms with northern exposures.)

1. Red
2. Red-orange
3. Orange
4. Yellow-orange
5. Yellow
6. Yellow-green

IV. Dimensions of color

A. Hue--Family name for color

(NOTE: Whether a color is light or dark, bright or dull, its family name remains the same. For example, red hues include pink, maroon, scarlet, rose, and all colors in the red family.)

B. Value--Lightness or darkness of color (Job Sheet #3)

C. Intensity--Brightness or dullness of color (Job Sheet #2)

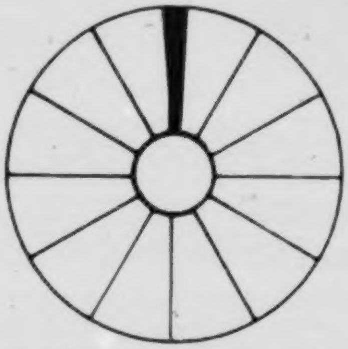
(NOTE: Intense colors appear warmer; dull colors appear cooler.)

INFORMATION SHEET

V. Basic color schemes (Assignment Sheet #1)

A. Monochromatic--Using only one color to create a color scheme

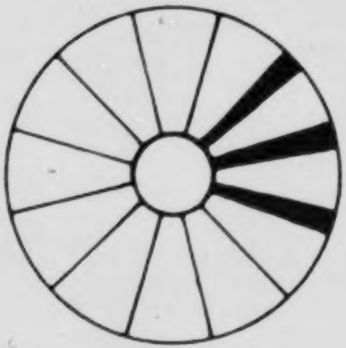
(NOTE: Values, intensities, textures, and patterns are especially important because there is no contrast in color. White, black, silver, and gold, which are not technically colors, are often used to highlight a monochromatic color scheme.)



B. Analogous (adjacent)--Using two or more colors that are side by side to create color plan

(NOTE: This is a simple way to achieve harmony, and the effect may be dull unless values and intensities are varied.)

Examples: Yellow, yellow-green, and green

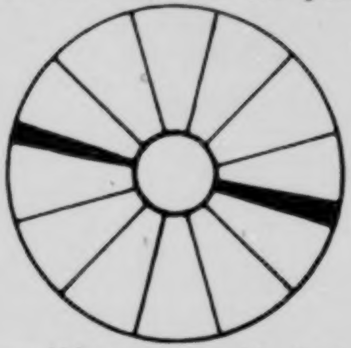


INFORMATION SHEET

C. Complementary--Using any pair of colors that are directly opposite on the color wheel to develop color scheme

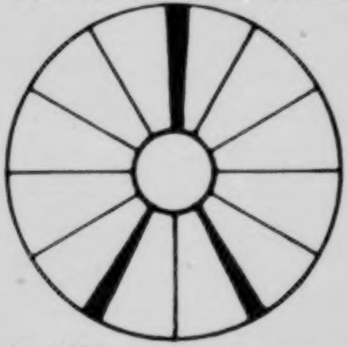
(NOTE: One color would probably be dominant and used in a large area while the other hue would be used in smaller areas.)

Examples: Yellow and violet, red and green, blue and orange

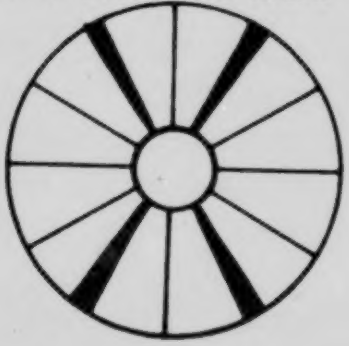


D. Split complementary--Using a color with the two colors on each side of its complement to plan color scheme

Examples: Yellow used with red-violet and blue-violet



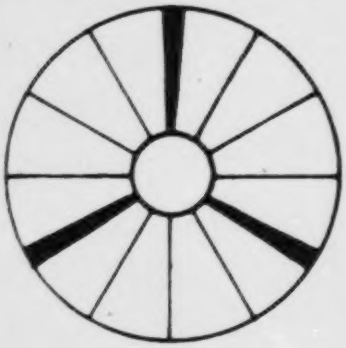
E. Double complementary--Using two pairs of colors that are directly opposite on the color wheel to develop color scheme



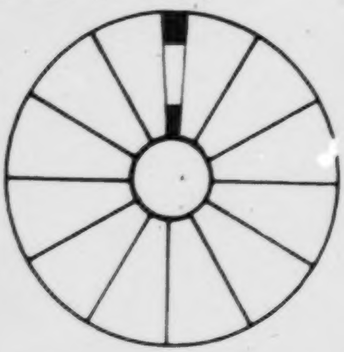
INFORMATION SHEET

F. Triad--Using three colors that divide the wheel into equal parts for color scheme

Examples: Yellow, blue, red; orange, green, violet



G. Accented neutral--Using neutral color in large areas of room and small areas of a bright color used for accent



VI. Guidelines for using color (Assignment Sheet #1)

(NOTE: Using color is a personal thing; not only is the purpose of the room important but also an individual's likes and dislikes.)

A. Bright and warm colors seem to advance and make room appear smaller

Examples: Use of bright and warm colors can make an overly-large room cozy

B. Warm colors are used best in room with a north or northwest exposure

C. Cool colors seem to recede and make a room appear larger and more spacious

D. Cool colors are used best for walls with south or southeast exposure

INFORMATION SHEET

E. Light, dark, and dull colors should be used in the largest areas of room

(NOTE: Used in large amounts, colors of high intensity are likely to become tiresome or irritating.)

F. Bright colors should be used in small amounts

G. Light colors should be distributed to balance dark colors

H. One color should be dominant in room

I. Woodwork the same color as walls makes room appear larger

J. Room with a high ceiling will seem more cozy and lower if ceiling is painted with a slightly darker value than the wall

K. If room is long and narrow, it may appear shorter by painting one end of wall a warm color in a medium or near medium value

L. Contrasting colors emphasize

(NOTE: Make the most of a handsome piece of furniture by placing it against a constrasting wall.)

M. Unequal areas of color tend to be more pleasing

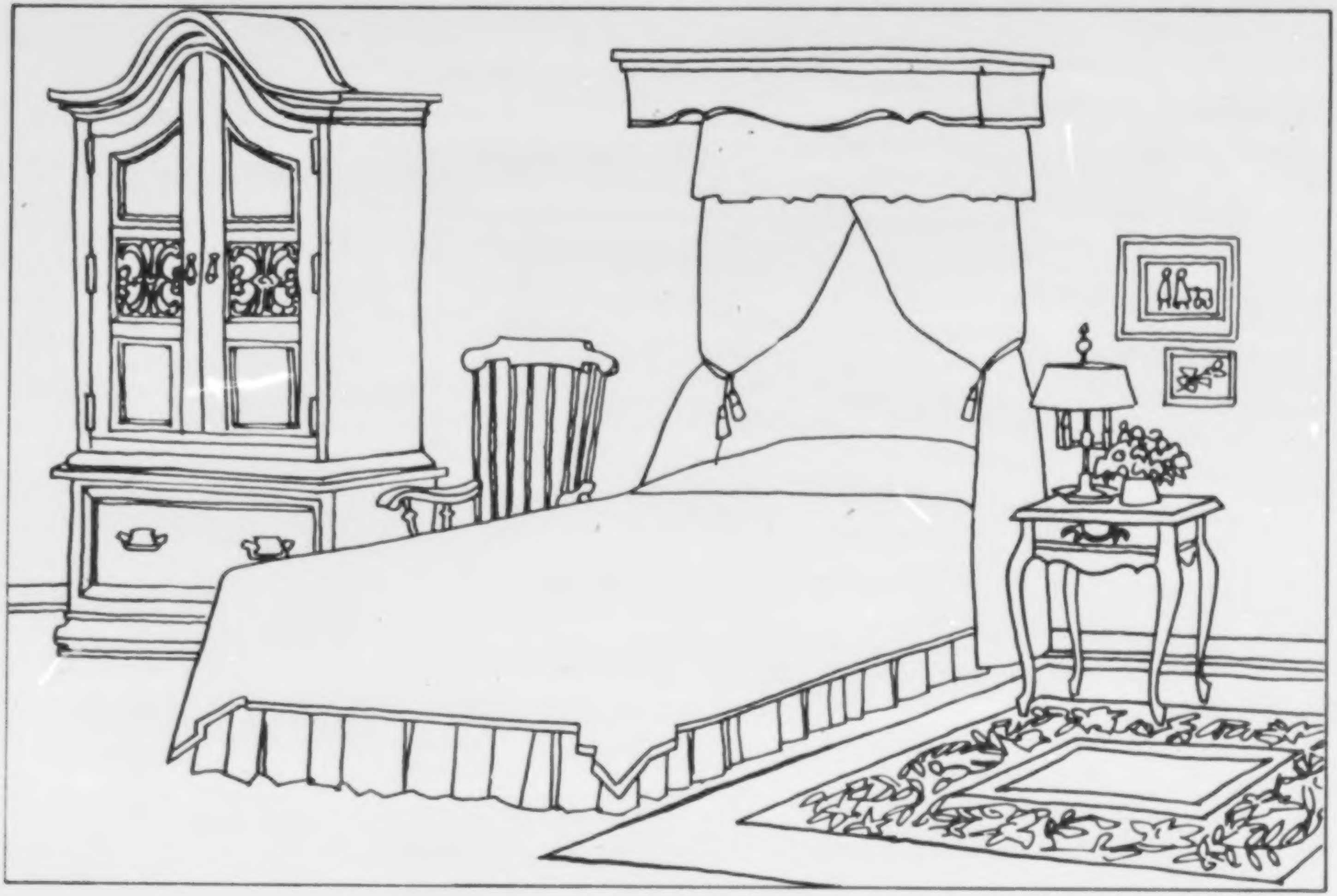
Example: Select one color to cover about two-thirds of the room area, add another color for the remaining one-third. Spark the scheme with a third color in accents

COLOR
UNIT II

ASSIGNMENT SHEET #1--PLAN COLOR SCHEMES

Using crayons, colored pencils, or paint develop an example of any five of the color schemes in objective five. Label illustrations provided.

ASSIGNMENT SHEET #1



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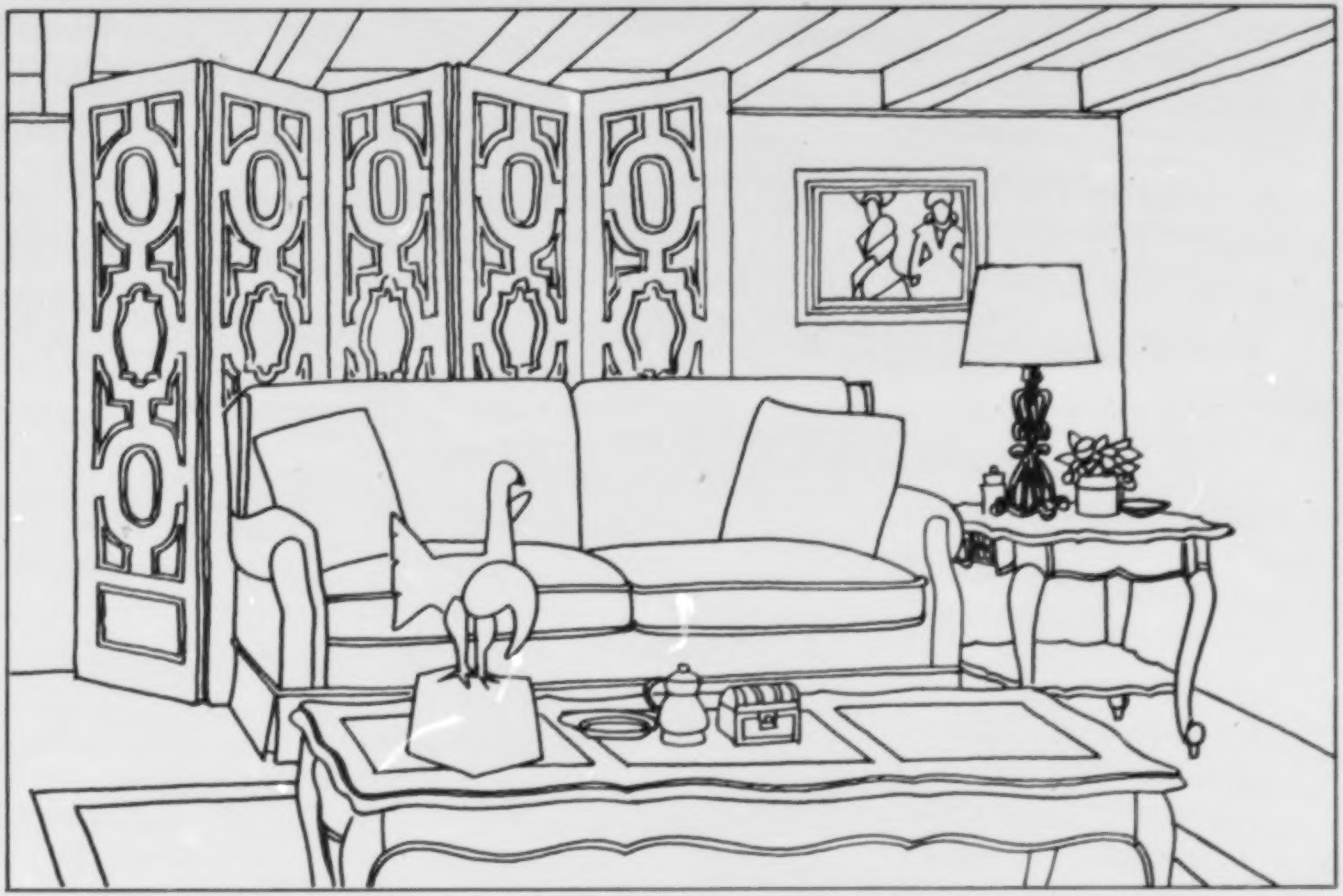
ASSIGNMENT SHEET #1



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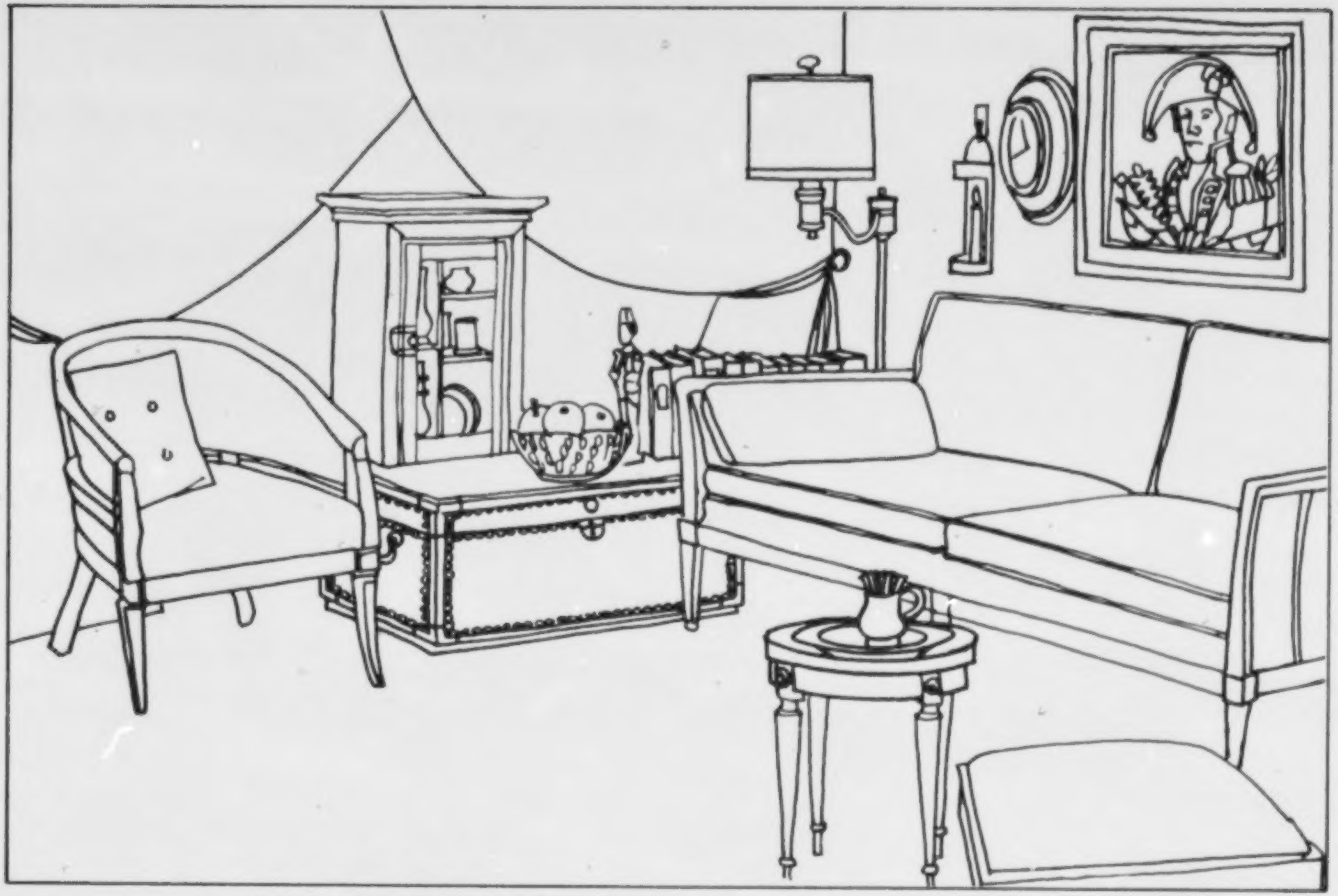
ASSIGNMENT SHEET #1



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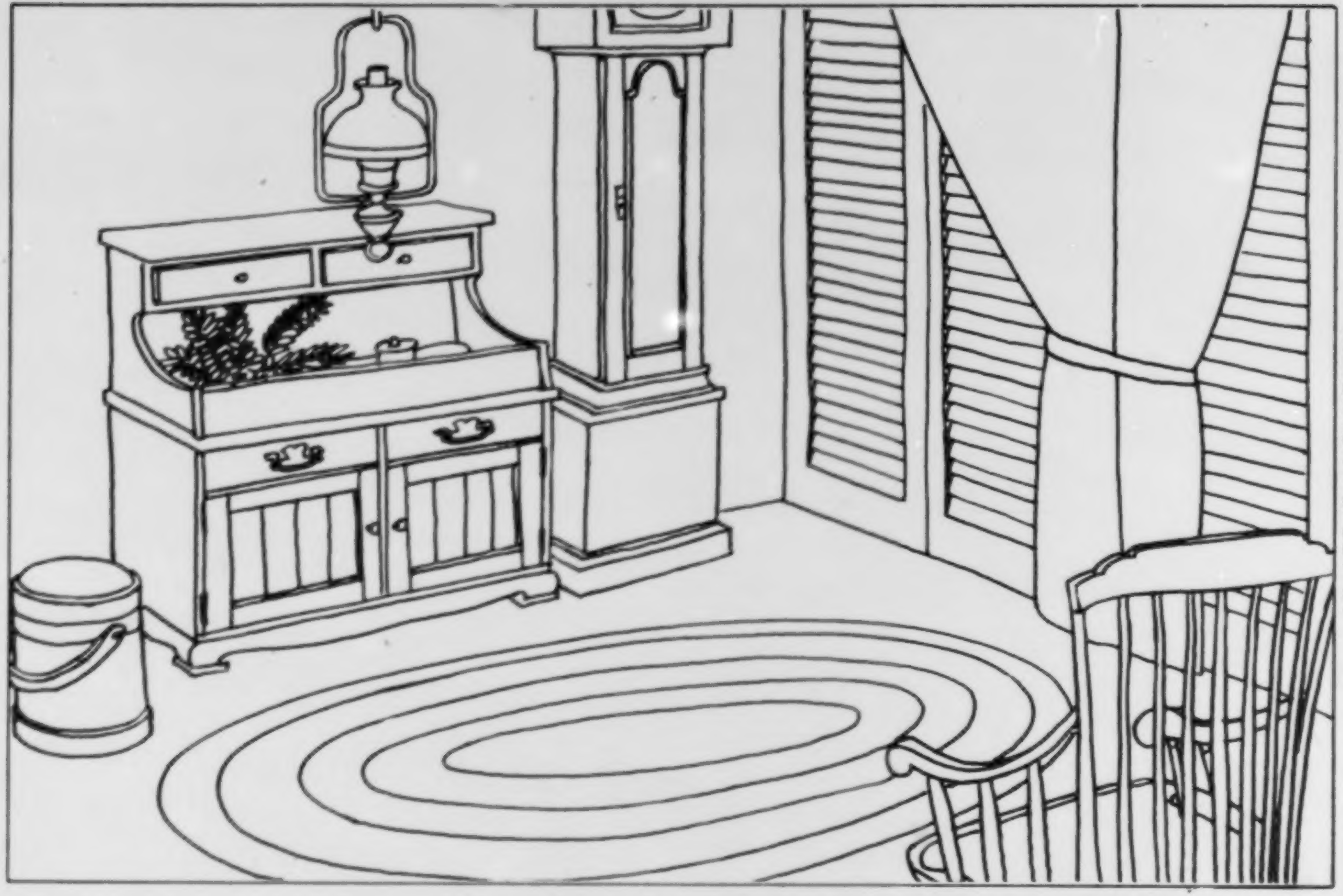
ASSIGNMENT SHEET #1



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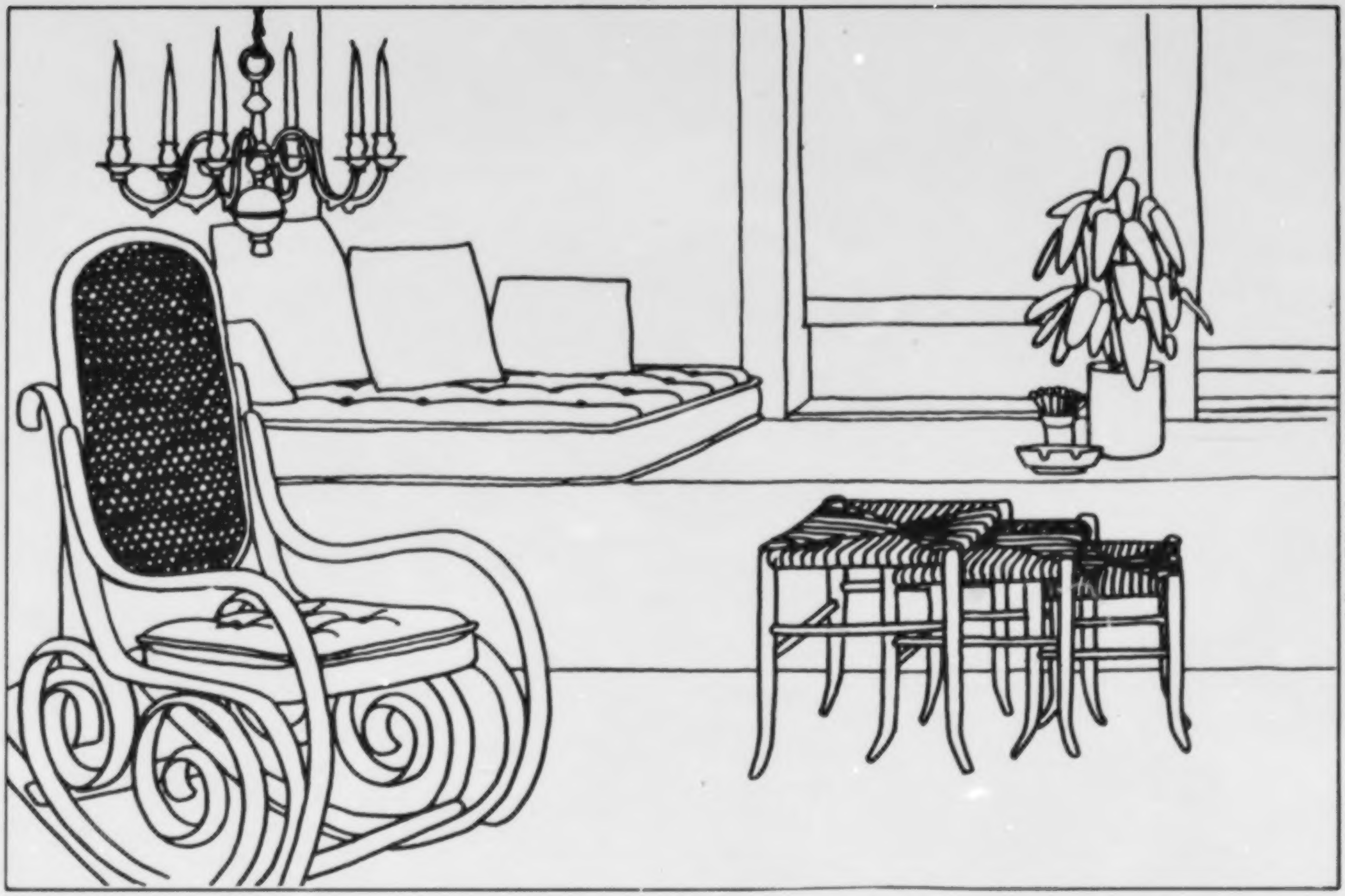
ASSIGNMENT SHEET #1



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COLOR
UNIT II

JOB SHEET #1--MAKE A COLOR WHEEL

I. Equipment

   A. Paper

   B. Paint (red, yellow, and blue)

   C. Water

   D. Brush

   E. Measuring devices (medicine dropper, graduated cylinder, measuring spoons)

II. Procedure

   A. Mix equal amounts of two primary colors together to get the secondary colors

      1. Mix red and yellow to get orange

      2. Mix yellow and blue to get green

      3. Mix blue and red to get violet

   B. Mix equal amounts of the primary and secondary colors to get the intermediate (tertiary) colors

      1. Mix red and orange to get red-orange

      2. Mix yellow and orange to get yellow-orange

      3. Mix yellow and green to get yellow-green

      4. Mix blue and green to get blue-green

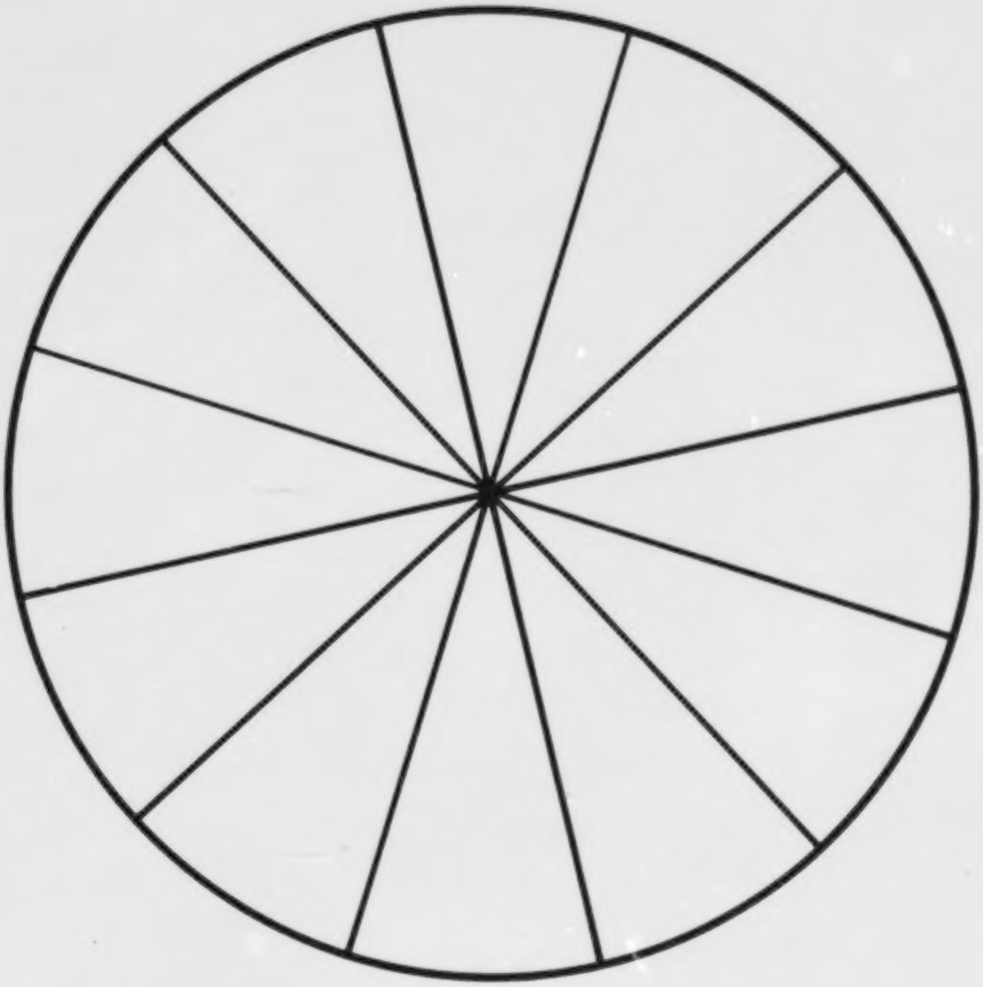
      5. Mix blue and violet to get blue-violet

      6. Mix red and violet to get red-violet

   (NOTE: Twelve colors are now present.)

   C. Arrange the twelve colors in a circle

JOB SHEET #1



COLOR
UNIT II

JOB SHEET #2--CHANGE INTENSITY OF COLOR

I. Equipment

   A. Primary color

   B. Complement to primary color

   C. Paper

   D. Water

   E. Brush

II. Procedure

   A. Select primary color

   B. Obtain complementary color to primary color

   C. Mix small amount of primary color with complementary color

   D. Put a sample of color on chart

   (NOTE: Before each addition of primary color put a sample of color on paper.)

   E. Gradually increase the amount of primary color in the complementary color

   (NOTE: Observe how the intensity of the complementary color goes from bright to dull.)

JOB SHEET #2

Bright										Dull
Basic Color										

COLOR
UNIT II

JOB SHEET #3--CHANGE VALUE OF COLOR

I. Equipment

   A. One color of paint

   B. White and black paint

   C. Paper

   D. Brush

   E. Water

II. Procedure

   A. Select color of paint

   B. Divide paint into two containers

   C. Put a sample of original color on paper

   D. Mix small amount of white paint to one container of paint

   E. Put sample of tint next to original color

   F. Gradually add more white to color

   (NOTE: After each addition of white paint, place color samples consecutively on chart.)

   G. Continue adding white until tint is light

   H. Take other container of paint

   I. Gradually add black paint

   J. Put shades on opposite side of original color than the tints

   K. Add black until shade of color is dark

JOB SHEET #3

Tints										Shades
					Basic Color					

COLOR
UNIT II

TEST

NAME ______________________________ SCORE ____________________

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

______a. Colors not seen in color wheel

______b. Colors from which all other colors are produced

______c. Colors used in small amounts in a room

______d. Colors made by combining two primary colors in equal amounts

______e. Dark values; colors with black added

______f. Colors made when a primary color is mixed with equal amounts of secondary color next to it on the color wheel

______g. Color that "stands out" or is used most in color scheme

______h. Light values; color with white added

______i. Most common device used to show the relationship between colors; provides basis for basic color schemes

1. Dominant color
2. Intermediate (tertiary) colors
3. Tints
4. Shades
5. Primary colors
6. Secondary colors
7. Accent colors
8. Neutral colors
9. Color wheel

2. Classify the colors listed below as either primary, secondary, or intermediate (tertiary) colors. Place "P" in the blanks indicating primary, "S" for secondary, and "I" for intermediate.

______a. Yellow-orange

______b. Red

______c. Green

______d. Yellow-green

______e. Yellow

______f. Orange

______g. Blue-green

______h. Blue

______i. Blue-violet (purple)

______j. Red-violet (purple)

______k. Violet (purple)

______l. Red-orange

3. Distinguish between warm and cool colors by placing "W" by the warm colors and "C" by the cool colors from the list provided below.

______a. Red-violet (purple)

______b. Yellow-green

______c. Green

______d. Red

______e. Blue-green

______f. Red-orange

______g. Blue

______h. Yellow-orange

______i. Yellow

______j. Blue-violet (purple)

______k. Violet (purple)

______l. Orange

4. Match the dimensions of colors on the right to their definitions on the left. Place the appropriate numbers in the blanks provided.

______a. Brightness or dullness of color	1. Hue
______b. Family name for color	2. Intensity
______c. Lightness or darkness of color	3. Value

5. Match basic color schemes on the right to the correct descriptions on the left by placing the appropriate numbers in the blanks provided.

______a. Using only one color to create a color scheme

______b. Using a color with the two colors on each side of its complement to plan color scheme

______c. Using any pair of colors that are directly opposite on the color wheel to develop color scheme

______d. Using two or more colors that are side by side to create color plan

______e. Using three colors that divide the wheel into equal parts for color scheme

______f. Using neutral color in large areas of room and small areas of a bright color used for accent

______g. Using two pairs of colors that are directly opposite on the color wheel to develop color scheme

1. Accented neutral
2. Triad
3. Split complementary
4. Complementary
5. Analogous (adjacent)
6. Monochromatic
7. Double complementary

6. Name five guidelines for using color.

a. ____

b. ____

c. ____

d. ____

e. ____

7. Plan color schemes.

8. Make a color wheel.

9. Change intensity of color.

10. Change value of color.

(NOTE: If activities 7-10 have not been accomplished prior to the test, ask the instructor when they should be completed.)

COLOR
UNIT II

ANSWERS TO TEST

(NOTE: The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 150.)

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided. (18 points)

__8__ a. Colors not seen in color wheel

__5__ b. Colors from which all other colors are produced

__7__ c. Colors used in small amounts in a room

__6__ d. Colors made by combining two primary colors in equal amounts

__4__ e. Dark values; colors with black added

__2__ f. Colors made when a primary color is mixed with equal amounts of secondary color next to it on the color wheel

__1__ g. Color that "stands out" or is used most in color scheme

__3__ h. Light values; color with white added

__9__ i. Most common device used to show the relationship between colors; provides basis for basic color schemes

1. Dominant color
2. Intermediate (tertiary) colors
3. Tints
4. Shades
5. Primary colors
6. Secondary colors
7. Accent colors
8. Neutral colors
9. Color wheel

2. Classify the colors listed below as either primary, secondary, or intermediate (tertiary) colors. Place "P" in the blanks indicating primary, "S" for secondary, and "I" for intermediate. (12 points)

__I__ a. Yellow-orange

__P__ b. Red

__S__ c. Green

__I__ d. Yellow-green

__P__ e. Yellow

__S__ f. Orange

__I__ g. Blue-green

__P__ h. Blue

__I__ i. Blue-violet (purple)

__I__ j. Red-violet (purple)

__S__ k. Violet (purple)

__I__ l. Red-orange

3. Distinguish between warm and cool colors by placing "W" by the warm colors and "C" by the cool colors from the list provided below. (12 points)

__C__ a. Red-violet (purple)

__W__ b. Yellow-green

__C__ c. Green

__W__ d. Red

__C__ e. Blue-green

__W__ f. Red-orange

__C__ g. Blue

__W__ h. Yellow-orange

__W__ i. Yellow

__C__ j. Blue-violet (purple)

__C__ k. Violet (purple)

__W__ l. Orange

4. Match the dimensions of colors on the right to their definitions on the left. Place the appropriate numbers in the blanks provided. (6 points)

__2__ a. Brightness or dullness of color	1.	Hue
__1__ b. Family name for color	2.	Intensity
__3__ c. Lightness or darkness of color	3.	Value

5. Match basic color schemes on the right to the correct descriptions on the left by placing the appropriate numbers in the blanks provided. (7 points)

6 a. Using only one color to create a color scheme

3 b. Using a color with the two colors on each side of its complement to plan color scheme

4 c. Using any pair of colors that are directly opposite on the color wheel to develop color scheme

5 d. Using two or more colors that are side by side to create color plan

2 e. Using three colors that divide the wheel into equal parts for color scheme

1 f. Using neutral color in large areas of room and small areas of a bright color used for accent

7 g. Using two pairs of colors that are directly opposite on the color wheel to develop color scheme

1. Accented neutral
2. Triad
3. Split complementary
4. Complementary
5. Analogous (adjacent)
6. Monochromatic
7. Double complementary

6. Name five guidelines for using color. (5 points)

(NOTE: Any five of the following are acceptable.)

a. Bright and warm colors seem to advance and make room appear smaller

b. Warm colors are used best in room with a north or northwest exposure

c. Cool colors seem to recede and make a room appear larger and more spacious

d. Cool colors are used best for walls with south or southeast exposure

e. Light, dark, and dull colors should be used in the largest areas of room

f. Bright colors should be used in small amounts

g. Light colors should be distributed to balance dark colors

h. One color should be dominant in room

   i. Woodwork the same color as walls makes room appear larger

   j. Room with a high ceiling will seem more cozy and lower if ceiling is painted with a slightly darker value than the wall

   k. If room is long and narrow, it may appear shorter by painting one end of wall a warm color in a medium or near medium value

   l. Contrasting colors emphasize

   m. Unequal areas of color tend to be more pleasing

7. Plan color schemes. (25 points)

8. Make a color wheel. (25 points)

9. Change intensity of color. (20 points)

10. Change value of color. (20 points)

(NOTE: Activities 7-10 should be evaluated to the satisfaction of the instructor.)

FAMILY RELATIONS
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to determine personal feelings about family, compare tasks of various families, and make a plan to strengthen family relations. This knowledge will be evidenced by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with family relations to the correct definitions.
2. Name ways that families differ.
3. Name responsibilities of a family to its members.
4. Discuss benefits of family living.
5. Discuss roles of siblings.
6. Discuss ways to improve relationships with older family members and other senior citizens.
7. Compare tasks of family members in a one parent family, a family in which both parents work, and a family in which one parent is the sole wage earner.
8. Make a plan to strengthen family ties.

FAMILY RELATIONS
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Discuss unit and specific objectives.

D. Discuss information and assignment sheets.

E. Have students spend five minutes making a list of things their parents do for them and a list of things they do for their parents. Which list is longer? Why?

F. Divide class into four groups: students who are the oldest child in the family, youngest child in the family, middle child, and only child. In these groups, discuss the advantages/disadvantages of that particular position in the family. Report the results of these discussions to the entire class. What general conclusions can be made?

G. Role-play situations which show conflicts caused by the age or sex of siblings or their varying interests.

(NOTE: Students may write case studies which depict role-play situations.)

Examples: Use of telephone, makeup, or family possessions; use and amount of allowance; family chores; age to begin dating

H. Reinforce objective six with a home experience or FHA project working with senior citizens.

Examples:

1. Prepare refreshments and plan entertainment for a visit to a senior citizens' home
2. "Adopt" a grandparent to honor at holidays and birthdays
3. Exchange a "skill" with a senior citizen

I. Make a bulletin board entitled "The Best Things in Life Are Free." Mount pictures of family life. Change the pictures every few days.

J. Have the class arrange demonstration of three traditional observances of holidays in students' homes. What values are gained from these events? Why do they differ?

K. Invite a panel of parents to discuss what things they consider to be the most difficult in developing a happy and successful family life. Compare the conclusions with those reached by a panel of students discussing the same subject.

L. Point out career opportunities connected with family relations, such as counselor, family life specialist, or marriage counselor.

M. Give test.

N. Reteach if necessary.

II. References:

A. Barclay, Marion S.; Champion, Francis; Brinkley, Jeanne Hayden; and Funderburk, Kathleen W. *Teen Guide to Homemaking.* 3rd ed. St. Louis: Webster Division/McGraw-Hill Book Co., 1972.

B. Lewis, Doris S.; Banks, Anna K.; and Banks, Marie. *Teen Horizons: At Home and School.* New York: MacMilian Publishing Co., Inc., 1970.

FAMILY RELATIONS
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Family--Basic link in society made up of persons related by ties of marriage, blood, or by common consent who share a common residence and common economic support

   B. Goals--Aims toward which an individual works

   C. Values--Personal beliefs, ideas, and feelings that influence or guide one's actions

   D. Mobility--Change in residence

   E. Citizenship--One's response to membership in a community

   F. Belonging--Being a part of a particular group and feeling needed in that group

   G. Responsibility--Something for which one is accountable

   H. Security--Freedom from fear or anxiety

   I. Siblings--Brothers and sisters

   J. Empathy--Ability to share another person's feelings or emotions

   K. Sympathy--Ability to understand the feelings or interests of another

   Example: "Don't criticize a man until you have walked a day in his moccasins"--An Indian Proverb

II. Ways families differ (Assignment Sheet #1)

   A. Resources

   Examples: Money, possessions, energy, skills, talents, attitudes

   B. Customs and traditions

   Examples: Celebration of anniversaries, birthdays, holidays

   C. Goals and values

   D. Family patterns

   Examples: Raising children, source of family authority

INFORMATION SHEET

E. Changing roles

Examples: In recent years the percentage of female workers has increased in the labor force and reports show that fathers are assuming more responsibility in caring for children in the home

F. Mobility

Examples: City to city, school to school, state to state

III. Responsibilities of a family to its members

A. Physical protection

Examples: Food, clothing, shelter, health care

B. Mental and emotional development

Examples: Education, career, religious training, social life

C. Love, security, and sense of belonging

D. Preparation for adulthood

Example: Citizenship, leadership, cooperation

IV. Benefits of family living

A. Physical protections

B. Opportunities to mature mentally and emotionally and to learn to understand others

C. Development of feeling of security through love and personal attention

D. Development of foundation for citizenship, marriage, and family life

V. Roles of siblings

A. Each child plays a role depending on position of the child in family and on the size of the family

B. Brothers and sisters can help develop personality

(NOTE: Older siblings can teach what to expect in new social situations and offer suggestions on how to dress for special occasions, how to be well-groomed, how to get started in dating, and how to behave on a date. Also, brothers and sisters can help improve one's dancing or skills in sports and games as well as help improve parental relations.)

C. Living with brothers and sisters helps one to adjust to different personalities and points of view

INFORMATION SHEET

VI. Ways to improve relationships with older family members and other senior citizens (Assignment Sheet #2)

A. Listen

B. Read to them or talk about things that happened during the day

C. Ask their opinion

D. Assist them with their hobbies

(NOTE: Help arrange for necessary materials and space to carry out hobbies.)

E. Give affection and respect

FAMILY RELATIONS
UNIT I

ASSIGNMENT SHEET #1--COMPARE TASKS OF FAMILY MEMBERS

How does the work get done around your house? Household tasks of individual family members vary from family to family. Factors that affect the person(s) responsible for specific tasks in the home include resources, customs and traditions, goals and values, family patterns, changing roles, and mobility.

Interview someone (classmate, family friend, relative) who represents each of the family types indicated in the chart on the next page. Find out which family member is responsible for the various household tasks. Add other tasks as needed. Compare your findings with class members.

What similarities did you observe?

What major differences did you observe?

What conclusions can you draw?

ASSIGNMENT SHEET #1

TASK	SINGLE PERSON	MARRIED COUPLE (husband and wife work)	MARRIED COUPLE (only one spouse works)	FAMILY WITH ONE PARENT/GUARDIAN
Preparation of meals				
Cleanup after meals				
Laundry				
Lawn mowing				
Washing car				
Household repairs				
Carrying out garbage				
Shopping Groceries				
Clothing				
Gifts for holidays and special occasions				
Cleaning the bathroom				
Caring for children				
Caring for pets				
Running the vacuum				
Mopping floors				

FAMILY RELATIONS
UNIT I

ASSIGNMENT SHEET #2--MAKE A PLAN TO STRENGTHEN FAMILY TIES

It has been said that "no nation is stronger than the quality of its family life." Today there are many attractions and responsibilities that draw family members outside the home. In some instances, the home has become little more than a "parking place" where family members come just to eat and sleep.

Do you know a family that really enjoys each other? What makes their relationships so special? Family relations are improved by the seven C's of family living: cooperation, communication, confidence, concern, commitment, companionship, and consideration. The seven C's are also a good key to getting along with other people, too.

Use the check sheet below to evaluate your relationship with your family. After completing the check sheet, make a plan to strengthen family ties. Write your plan on the blank sheet provided.

	Yes	No	Sometimes
Are you trustworthy and dependable?	______	______	______
Do you keep family secrets?	______	______	______
Example: Parents are having marital difficulties			
Are you truthful with other family members?	______	______	______
Are you thoughtful of family members' rights and feelings?	______	______	______
Do you have sympathy for other family members?	______	______	______
Do you have empathy for other family members?	______	______	______
Are you willing to understand when the going gets rough for any family member?	______	______	______
Are you a valuable, contributing family member?	______	______	______
Do you consider yourself and your siblings/parents to be friends?	______	______	______
Are you a good companion to others in the family?	______	______	______
Examples: Explaining things to younger siblings; comforting father when mother is ill			

ASSIGNMENT SHEET #2

	Yes	No	Sometimes
Do you ever share in confidential talks with siblings or parents?	____	____	____
Does your family function as a team?	____	____	____
Are you an active member of the family team?	____	____	____
Do you accept the burdens as well as the joys that come with family life?	____	____	____
Example: You want new clothes, but your dad has just been "laid-off" his job.			
Do you cooperate with family members?	____	____	____
Example: Arriving at meals on time			
Do you do your share of home duties without being reminded?	____	____	____
Do you take others' needs and wants as seriously as your own?	____	____	____
Do you try to keep communication lines open between yourself and other family members?	____	____	____
Even though you might not always agree, do you allow others to express their opinions?	____	____	____
Do you really LISTEN to other family members?	____	____	____

Use the checklist, information in the unit, and any other source of information to answer the following questions.

1. What are the strong areas or situations in your family life that make you feel good?

ASSIGNMENT SHEET #2

2. What are the weak areas in your family life or situations that you feel need improvement?

3. Select a weak area in your family life or situation that you would like to improve and make a plan to strengthen family ties.

   (NOTE: Use the decision-making process!)

FAMILY RELATIONS
UNIT I

TEST

NAME ______________________________ SCORE ________________________

1. Match the terms on the right to the correct definitions on the left. Place the appropriate numbers in the blanks provided.

_____a. Personal beliefs, ideas, and feelings that influence or guide one's actions

_____b. Basic link in society made up of persons related by ties of marriage, blood, or by common consent who share a common residence and common economic support

_____c. One's response to membership in a community

_____d. Freedom from fear or anxiety

_____e. Brothers and sisters

_____f. Aims toward which an individual works

_____g. Change in residence

_____h. Something for which one is accountable

_____i. Being a part of a particular group and feeling needed in that group

_____j. Ability to share another person's feelings or emotions

_____k. Ability to understand the feelings or interests of another

1. Family
2. Values
3. Citizenship
4. Responsibility
5. Siblings
6. Empathy
7. Security
8. Belonging
9. Mobility
10. Goals
11. Sympathy

2. Name three ways that families differ.

a. ____

b. ____

c. ____

3. Name two responsibilities of a family to its members.

   a.

   b.

4. Discuss the benefits of family living.

5. Discuss the roles of siblings.

6. Discuss ways to improve relationships with older family members and other senior citizens.

7. Compare tasks of family members in a one parent family, a family in which both parents work, and a family in which one parent is the sole wage earner.

8. Make a plan to strengthen family ties.

(NOTE: If activities seven and eight have not been accomplished prior to the test, ask your instructor when they should be completed.)

FAMILY RELATIONS
UNIT I

ANSWERS TO TEST

(NOTE: The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

1. Match the terms on the right to the correct definitions on the left. Place the appropriate numbers in the blanks provided. (22 points)

   2 a. Personal beliefs, ideas and feelings that influence or guide one's actions

   1 b. Basic link in society made up of persons related by ties of marriage, blood, or by common consent who share a common residence and common economic support

   3 c. One's response to membership in a community

   7 d. Freedom from fear or anxiety

   5 e. Brothers and sisters

   10 f. Aims toward which an individual works

   9 g. Change in residence

   4 h. Something for which one is accountable

   8 i. Being a part of a particular group and feeling needed in that group

   6 j. Ability to share another person's feelings or emotions

   11 k. Ability to understand the feelings or interests of another

   1. Family
   2. Values
   3. Citizenship
   4. Responsibility
   5. Siblings
   6. Empathy
   7. Security
   8. Belonging
   9. Mobility
   10. Goals
   11. Sympathy

2. Name three ways that families differ. (3 points)

   (NOTE: Any three of the following are acceptable.)

   a. Resources

   b. Customs and traditions

   c. Goals and values
   d. Family patterns
   e. Changing roles
   f. Mobility

3. Name two responsibilities of a family to its members. (2 points)

   (NOTE: Any two of the following are acceptable.)

   a. Physical protection
   b. Mental and emotional development
   c. Love, security, and sense of belonging
   d. Preparation for adulthood

4. Discuss the benefits of family living. (6 points)

   a. Physical protections
   b. Opportunities to mature mentally and emotionally and to learn to understand others
   c. Development of feeling of security through love and personal attention
   d. Development of foundation for citizenship, marriage, and family life

5. Discuss the roles of siblings. (6 points)

   a. Each child plays a role depending on position of the child in family and on the size of the family
   b. Brothers and sisters can help develop personality
   c. Living with brothers and sisters helps one to adjust to different personalities and points of view

6. Discuss ways to improve relationships with older family members and other senior citizens. (6 points)

   a. Listen
   b. Read to them or talk about things that happened during the day
   c. Ask their opinion
   d. Assist them with their hobbies
   e. Give affection and respect

7. Compare tasks of family members in a one parent family, a family in which both parents work, and a family in which one parent is the sole wage earner. (20 points)

8. Make a plan to strengthen family ties. (35 points)

(NOTE: Activities seven and eight should be evaluated to the satisfaction of the instructor.)

PEER RELATIONS
UNIT II

UNIT OBJECTIVE

After completion of this unit, the students should be able to evaluate their own personality characteristics and to make a plan for self-improvement. This knowledge will be evidenced by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with peer relations to their correct definitions.
2. Name two factors that influence personality development.
3. Select from a list desirable personality characteristics.
4. Name the three sides of self.
5. Arrange in order steps to improve personality.
6. State a basic rule for good peer relations.
7. Select from a list ways to improve peer relations.
8. Select from a list guidelines for personal standards and popularity.
9. Select from a list factors which influence the time to begin dating.
10. Select from a list characteristics of friendship.
11. Distinguish between inherited and acquired personality characteristics.
12. Write personal descriptive words.
13. Evaluate personality characteristics.
14. Determine personal maturity.
15. Write an obituary.
16. Make a self-improvement plan.

PEER RELATIONS
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

- A. Provide student with objective sheet.
- B. Provide student with information and assignment sheets.
- C. Use cartoons from *Personal Adjustment, Marriage, and Family Living.*
- D. Discuss unit and specific objectives.
- E. Discuss information and assignment sheets.
- F. Write the word *friendship* on the chalkboard by arranging the letters in a vertical line. Beside each letter write words which describe the kinds of friends students would like to have.

Example:

F Friendly, forgiving, frank
R Reliable, reassuring
I Interesting
E
N
D
S
H
I
P

- G. Redo the above activity, substituting words which describe people students do NOT want as friends.
- H. Tape record students' voices to determine qualities of their speaking voices pointed out in objective three.
- I. Make a large tree from poster or construction paper. Make paper acorns to hang from the branches and to lay on the ground. Write such words as *dependability, honesty, neatness,* and other personality traits on the acorns. Label the project "From Tiny Acorns."
- J. Plan a K (kindness) and C (consideration) week. Have the students draw a classmate's name from a grab bag and keep the name a secret. For one week students should show this person considerations and acts of kindness. At the end of the week, the students should try to guess each others' secret K and C partners.

K. BEWARE!!! Be certain that students perceive Assignment Sheets #3 and #4 as a "starting point" for self-improvement. Remind them, "THERE ARE NO RIGHT OR WRONG ANSWERS, SO ANSWER HONESTLY!" As students complete activity urge them to be mature and honest! Students should not evaluate close friends. Also, remind students that all criticism should be constructive and not malicious.

L. Try not to generate a lot of anxiety about Assignment #5. Treat it matter-of-factly, but seriously. Give some comfort to the few students who will be very resistant. Let them know that this is not everyone's cup of tea. However, support those students who really get into the exercise and are trying to learn from it what it has to teach. This strategy helps the student see his personality more clearly from the perspective of his imagined death. This assignment raises specific issues about the quality of one's life and personality. It reinforces the fact that we still have a life ahead of us to do with whatever we want.

M. Suggest that Assignment Sheet #6 be completed for a home experience. Students may need guidance in selecting a realistic problem. Provide students with examples and resource material.

Examples: Dating, motorcycle, use of bathroom

N. Give test.

O. Reteach if necessary.

II. Unit references:

A. Barclay, Marion S.; Champion, Frances; Brinkley, Jeanne Hayden; and Funderburk, Kathleen W. *Teen Guide to Homemaking.* 3rd ed. St. Louis: Webster Division/McGraw-Hill Book Company, 1972.

B. Landis, Judson T., and Landis, Mary G. *Building Your Life.* 3rd ed. Englewood Cliffs: Prentice-Hall, Inc., 1964.

C. Cross, Aleene. *Introductory Homemaking.* Philadelphia: J. B. Lippincott Company, 1970.

D. Simon, Sidney B.; Howe, Leland W.; and Kirschenbaum, Howard. *Values Clarification.* New York: Hart Publishing Company, Inc., 1972.

E. Lewis, Dora S.; Banks, Anna K.; and Banks, Marie. *Teen Horizons: At Home and School.* New York: MacMillan Publishing Co., Inc., 1970.

F. Landis, Judson T., and Landis, Mary G. *Personal Adjustment, Marriage, and Family Living.* 5th ed. Englewood Cliffs: Prentice-Hall, Inc., 1970.

PEER RELATIONS
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Self-image–What a person believes about self

   B. Environment–All people, things, and events that surround an individual

   C. Heredity–Transmission from parent to child of certain characteristics, such as physical traits, sex, and potential abilities

   D. Peer–Someone who is in one's own age group

   E. Personality–Sum total of all that a person is (Assignment Sheet #2)

   (NOTE: Personality is the unique way in which individuals behave. This includes one's feelings, hopes, dreams, fears, and the way one walks, dresses, talks, and thinks.)

   F. Popularity–Approval by people, particularly by one's peers

   G. Clique–Groups of people who are "close-knit" and exclusive in their friendships

   (NOTE: Some people attach too much importance to their group and imagine that it gives them special privileges or standing.)

   H. Habit–Set way of acting acquired by frequent repetition

   (NOTE: Habit implies doing or thinking something UNCONSCIOUSLY.)

   I. Attitude–Way one acts, looks, or thinks that shows opinion toward a subject

   J. Maturity–Indication that growth expected for a particular age has taken place

II. Factors that influence personality development (Assignment Sheet #1)

   A. Environment

   Examples: Neighborhood; school; friends; teachers; activities; church; hobbies; family members' occupations, education, interests, and talents; position in family, such as first born, only child, middle child

   B. Heredity

   Examples: Bone structure; color of skin, hair, and eyes; potential height; sex (male or female); susceptibility to disease and allergies; aptitudes; talents

INFORMATION SHEET

III. Desirable personality characteristics (Assignment Sheets #3 and #4)

(NOTE: Personality traits are desirable or undesirable, depending on how they affect relationships with peers and adults.)

A. Attitude

(CAUTION: The greatest value which has the greatest effect upon personality is shown in one's attitude toward others.)

B. Courtesy

C. Dependability

D. Desire to succeed

E. Enthusiasm

F. Foresight

G. Friendliness

(CAUTION: Make friendliness a habit! Imagine what would happen if everyone waited for the other person to speak or smile first!)

H. Health

(NOTE: Good health habits help the way one feels and acts and improves his/her appearance.)

I. Initiative

J. Morality

K. Honesty

L. Neatness

M. Open-minderdness

N. Personal appearance

(NOTE: The overall attractiveness of a person's appearance is controlled through acquired habits of health and grooming.)

O. Punctuality

P. Self-control

Q. Sense of humor

INFORMATION SHEET

R. Tact

(NOTE: It's not WHAT is said, but HOW and WHEN it is said.)

S. Use of voice

(NOTE: A speaking voice which is attractive should have a medium to low tone but should be loud enough to be heard. A booming voice is too loud and will cause others to resist. The voice should be relaxed rather than tense and the words should be clearly and properly spoken.)

T. Sportsmanship

U. Cooperation

V. Cheerfulness

IV. Three sides of self

A. Person you think you are

B. Person others think you are

C. Person you are

V. Steps to improve personality

A. Find out and admit shortcomings (Assignment Sheets #3, #4, and #5)

B. Decide on one habit or trait for improvement

C. Develop a plan for improvement (Assignment Sheet #6)

D. Check progress

(NOTE: Check regularly and often at first. After following a plan of improvement for several weeks, progress may be apparent. However, keep checking for weeks or even months to prevent slipping back into the old ways!)

E. Begin working on another trait or habit when you "feel" that improvement is permanent

VI. Basic rule for good peer relations--You must like yourself before you can like others . . . or expect others to like you

INFORMATION SHEET

VII. Ways to improve peer relations

(NOTE: These suggestions to improve peer relations are not guaranteed to work every time. Each human being is different from every other. However, if the approach is sincere, the relationships with others will be rewarding.)

A. Show genuine interest in others

B. Smile

C. Make the other person feel important

D. Be sympathetic

(NOTE: Listening is much more important than talking. Respect the other person's point of view.)

E. Avoid arguments

F. Admit own mistakes

G. Give sincere praise

(NOTE: Avoid flattery, which is giving a dishonest compliment. Giving honest compliments helps form the habit of looking for the good in others rather than paying attention to their faults.)

VIII. Guidelines for personal standards and popularity

A. Popularity is based on personality traits

B. High morals are not a handicap to popularity

C. Situations that put pressure upon one's standards should be avoided

D. Personal standards can be maintained tactfully

E. Behavior with peers can be controlled by making sure there are other things to do

(NOTE: Friends share hopes, problems, experiences, and secrets. Friendship also provides opportunities expanding upon common interests, exploring new experiences, and enjoying old and new hobbies.)

IX. Factors which influence the time to begin dating

A. Family

B. Friends

INFORMATION SHEET

- C. Community
- D. Personal maturity (Assignment Sheet #4)

X. Characteristics of friendship

- A. Friendship is a mutual relationship

  (NOTE: Each person must like, respect, and support the other. There must be mutual interests and shared experiences. Friendship cannot be bought and should not be abused.)

- B. Friends should be interested in each other's activities
- C. Shared experiences increase the quality of friendship
- D. Friends support each other in both absence and presence
- E. Friendship adds a happy quality to life
- F. Friends contribute to a feeling of security
- G. Friends may be of both sexes and of all ages

  (CAUTION: Beware of cliques!)

- H. Friendships with the opposite sex precede dating
- I. One's behavior and activities are influenced by friends

PEER RELATIONS
UNIT II

ASSIGNMENT SHEET #1--DISTINGUISH BETWEEN INHERITED AND ACQUIRED PERSONALITY CHARACTERISTICS

Your personality consists of all the things that make you a unique individual. Many of the characteristics that you possess were inherited from your parents. You developed other characteristics as you grew up. Furthermore, you can acquire new characteristics as long as you live!

Owl saying: The wise person accepts responsibility for his/her personality characteristics. Try to "acquire" those characteristics which will help you to become a more useful and happy person!

Place an "I" before the following personality characteristics that are primarily inherited and an "A" before those that are primarily acquired through encounters with your environment.

(CAUTION: It is often difficult to decide between hereditary and environmental factors because the parents from whom you inherit certain characteristics are usually those who create your environment!)

____ 1. Your potential height

____ 2. Your attitudes

____ 3. Your sex (male or female)

____ 4. Your courtesy and dependability

____ 5. Your physical resemblance to ancestors

____ 6. Your desire to succeed

____ 7. Your fears and problems

____ 8. Your enthusiasm

____ 9. Your manner of speech

____10. Your foresight

____11. Your eye color

____12. Your initiative

____13. Your color blindness or lack of it

____14. Your morality

____15. Your sewing or sport skills

____16. Your honesty

____17. Tendency to baldness

____18. Your ability to get along with others

____19. Your neatness

____20. Your personal appearance

____21. Your punctuality

____22. Your self-control

____23. Your sense of humor

____24. Your tact

____25. Your eating habits

____26. Blood type

(NOTE: Which do you think has more effect on your personality, heredity or environment?)

PEER RELATIONS
UNIT II

ASSIGNMENT SHEET #2-WRITE PERSONAL DESCRIPTIVE WORDS

Consider each descriptive word at the left below. How does each word apply to you? Write the descriptive word in the appropriate box to the right. Use all 18 words. Use your dictionary.

1. Gutless
2. Determined
3. Class clown
4. Procrastinator
5. Church-goer
6. A loner
7. Hard-working
8. Rebellious
9. Easily led
10. Inventive
11. Amiable
12. Curious
13. Reliable
14. Spontaneous
15. A good daughter/son
16. Brimming with energy
17. Open-minded
18. A leader

SO TRUE	
WELL, SORT OF	
NOT ME	

Adapted from an activity developed by the Career Education Project, Career Education. *Learning with a Purpose.* Sedalia, Missouri: State Fair Community College.

PEER RELATIONS
UNIT II

ASSIGNMENT SHEET #3–EVALUATE PERSONALITY CHARACTERISTICS

Using the symbols listed below, determine the degree of each quality that you now possess, would like to possess, and that someone else thinks you possess.

1. Never or poor
2. Seldom or fair
3. Often or good
4. Always or excellent

In the first column, write the number that best describes how you now see yourself. In the second column, write the number that best describes your "ideal self" and degree to which you would like to possess each quality.

		As I am now	As I would like to be
1.	APPEARANCE		
	a. Health	________	________
	b. Posture	________	________
	c. Grooming	________	________
	d. Facial expressions	________	________
2.	MANNERS		
	a. Concern for others	________	________
	b. Observance of etiquette	________	________
	c. Social courtesies	________	________
3.	EXPRESSIONS		
	a. Voice quality	________	________
	b. Correctness of English usage	________	________
	c. Pronunciation	________	________
	d. Conversational ability	________	________

Adapted from an activity developed by Lois Carlson, Lorraine S. Hansen, Mary K. Dlaurens, and W. Wesley Tennyson. *Self-Concept Exploration.* St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1972.

ASSIGNMENT SHEET #3

4. PERSONAL TRAITS

		As I am now	As I would like to be
a.	Alert		
b.	Ambitious		
c.	Annoying		
d.	Calm		
e.	Clever		
f.	Competent		
g.	Competitive		
h.	Confident		
i.	Considerate		
j.	Cruel		
k.	Dependable		
l.	Efficient		
m.	Fault finding		
n.	Helpful		
o.	Normal		
p.	Reasonable		
q.	Reckless		
r.	Responsible		
s.	Sarcastic		
t.	Sincere		
u.	Stubborn		
v.	Friendly		

Which additional words describing you or how you would like to be would you add to the above list? List them below.

PEER RELATIONS
UNIT II

ASSIGNMENT SHEET #4--DETERMINE PERSONAL MATURITY

The teen years offer many opportunities to gain maturity. However, with opportunities also come obstacles along the road which may detour or sidetrack your progress. Ask yourself the following questions; rate yourself on your answers. Do you reveal characteristics which mature people are expected to possess? What are they?

A mature person . . . Usually Sometimes Never

. . . is realistic and can face facts and see things as they are.

(NOTE: It takes courage to identify and overcome such obstacles as limited income, talents, or ability to excel in school subjects.)

Can I face facts? __________ __________ ______

. . . takes criticism as a challenge and tries to do something constructive about it.

(NOTE: The ability to accept a reminder of your shortcomings without getting angry takes considerable self-control.)

Can I accept criticism? __________ __________ ______

. . . takes responsibility for own actions.

Do I put blame on others? __________ __________ ______

ASSIGNMENT SHEET #4

Usually   Sometimes   Never

. . . avoids lashing out when dissappointed or when unable to do what he/she wants.

(NOTE: Relationships can be seriously damaged by unreasonable anger or resentment and by blaming others for your failure.)

Do I take anger out on others?

_____ _____ _____

. . . avoids running from problems.

Examples: Pretending to be sick and daydreaming

Do I run from problems?

_____ _____ _____

. . . makes the best of poor situations.

Can I accept disappointments?

_____ _____ _____

PEER RELATIONS
UNIT II

ASSIGNMENT SHEET #5-WRITE AN OBITUARY

In order to improve your personality and to develop more effective peer relations and friendships, you MUST FIRST UNDERSTAND YOURSELF. One way to look at your personality is from the perspective of death. Write out your own obituary. Here is a simple format, although you may wish to write your obituary in your own form. Use as many of these suggestions as you wish or add your own. Below write your obituary as it would appear in the school newspaper if you were to die today, in other words, your personality NOW. On the back write your obituary as you would like it to appear in the school or town newspaper three years from now. This would indicate how you want your personality to improve.

______________________________, age _____, died yesterday from __________
(Name)

____

He/she was a member of ______________________________________

____

He/she is survived by ____

____

At the time of his/her death he/she was working on becoming ____________

____

He/she will be remembered for __________________________________

____

He/she will be mourned by ____________________________________
because ____

____

The world will suffer the loss of his/her contributions in the areas of ________

____

He/she always wanted but never got to ____________________________

____

ASSIGNMENT SHEET #5

______________________________, age _____, died yesterday from ____________

____

He/she was a member of ____

____

He/she is survived by ____

____

At the time of his/her death he/she was working on becoming _______________

____

He/she will be remembered for ____

____

He/she will be mourned by ____
because ____

____

The world will suffer the loss of his/her contributions in the areas of __________

____

He/she always wanted but never got to ____________________________________

____

PEER RELATIONS
UNIT II

ASSIGNMENT SHEET #6--MAKE A SELF-IMPROVEMENT PLAN

Personality development is a life-long process. The direction your personality growth takes depends somewhat on your self-image and also on your ideal image, that is, on your idea of the kind of person you would like to be. It is seldom easy to become the person you would like to be! Here are some pointers for problem solving that can be of help to you in many areas of living. In the space provided below use the suggestions given to make your self-improvement plan.

POINTERS FOR PROBLEM SOLVING

(A) **Face the problem**

Does a real problem exist? State the problem aloud or on paper in order to straighten out your thinking.

(A) ______________________________
____
____
____
____

(B) **Seek the cause**

What has happened to make this a problem? Who is involved? What are the various points of view causing the problem?

(B) ______________________________
____
____
____
____
____

(C) **Decide what you want**

Do you want to achieve a short-range goal or a long-range objective? Is this one problem alone or one of several related problems? Which must be solved first?

(C) ______________________________
____
____
____
____
____
____

(D) **Suggest possible solutions**

List all the possible ways in which the problem might be solved. What would be the consequence if each solution were tried? Which has the best results for all concerned? Which one is the most plausible?

(D) ______________________________
____
____
____
____
____
____
____

(E) **Decide upon a plan**

Which solution have I decided upon? What is the first step I should take to accomplish my goal? When shall I begin?

(E) ______________________________
____
____
____
____
____

(F) **Plan the follow-up**

Is my plan working? Was it the best solution?

(F) ______________________________
____
____
____

PEER RELATIONS
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

1. I
2. A
3. I
4. A
5. I
6. A
7. A
8. A
9. A
10. A
11. I
12. A
13. I
14. A
15. A
16. A
17. I
18. A
19. A
20. A
21. A
22. A
23. A
24. A
25. A
26. I

PEER RELATIONS
UNIT II

TEST

NAME ______________________ SCORE ______________

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

_____a. Indication that growth expected for a particular age has taken place

_____b. Way one acts, looks, or thinks that shows opinion toward a subject

_____c. All people, things, and events that surround an individual

_____d. Someone who is in one's own age group

_____e. What a person believes about self

_____f. Transmission from parent to child of certain characteristics, such as physical traits, sex, and potential abilities

_____g. Approval by people, particularly by one's peers

_____h. Sum total of all that a person is

_____i. Set way of acting acquired by frequent repetition

_____j. Groups of people who are "close-knit" and exclusive in their friendships

1. Attitude
2. Habit
3. Environment
4. Personality
5. Heredity
6. Popularity
7. Clique
8. Peer
9. Maturity
10. Self-image

2. Name two factors that influence personality development.

a. ______________________________

b. ______________________________

3. Select from the list below desirable personality characteristics. Place an "X" in front of the appropriate blanks.

(NOTE: This question is continued on the next page.)

______a. Courtesy

______b. Laziness

______c. Foresight

______d. Apathy

______e. Punctuality

______f. Nervousness

______g. Snobbishness

______h. Desire to succeed

______i. Open-mindedness

______j. Irresponsibility

______k. Self-control

______l. Sense of humor

4. Name the three sides of self.

a. ______________________________

b. ______________________________

c. ______________________________

5. Arrange in order the steps to improve personality. Place a "1" in front of the first step, a "2" in front of the second step, and so on.

______a. Check progress

______b. Find out and admit shortcomings

______c. Develop a plan for improvement

______d. Begin working on another trait or habit when you "feel" that improvement is permanent

______e. Decide on one habit or trait for improvement

6. State the basic rule for good peer relations.

____

____

7. Select from the list below ways to improve peer relations. Place an "X" in the appropriate blanks.

______a. Give flattering compliments

______b. Show genuine interest in others

______c. Make the other person feel important

______d. Argue ONLY when you are right

______e. Make sure others admit their mistakes

______f. Smile

8. Select from the list below guidelines for personal standards and popularity. Place an "X" in the appropriate blanks.

______a. High morals decrease your chances to be popular

______b. Popularity is based mostly on your personal appearance

______c. Personal standards can be maintained tactfully

______d. Situations that put pressure upon one's standards should be avoided

9. Select from the list below factors which influence the time to begin dating. Place an "X" in the appropriate blanks.

______a. Family

______b. Teachers

______c. Community

______d. Personal maturity

______e. Friends' maturity

10. Select from the list below characteristics of friendship by placing an "X" in the appropriate blanks.

______a. Shared experiences increase the quality of friendship

______b. Friends contribute to a feeling of insecurity

______c. Friends may be of both sexes and of all ages

______d. One's behavior and activities are influenced by friends

______e. Friendships with the opposite sex occur after dating begins

______f. Friends support each other in both absence and presence

______g. Friendship can be bought

11. Distinguish between inherited and acquired personality characteristics.

12. Write personal descriptive words.

13. Evaluate personality characteristics.

14. Determine personal maturity.

15. Write an obituary.

16. Make a self-improvement plan.

(NOTE: If activities 11-16 have not been accomplished prior to the test, ask your instructor when they should be completed.)

PEER RELATIONS
UNIT II

ANSWERS TO TEST

(NOTE: The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided. (20 points)

9 a. Indication that growth expected for a particular age has taken place

1 b. Way one acts, looks, or thinks that shows opinion toward a subject

3 c. All people, things, and events that surround an individual

8 d. Someone who is in one's own age group

10 e. What a person believes about self

5 f. Transmission from parent to child of certain characteristics, such as physical traits, sex, and potential abilities

6 g. Approval by people, particularly by one's peers

4 h. Sum total of all that a person is

2 i. Set way of acting acquired by frequent repetition

7 j. Groups of people who are "close-knit" and exclusive in their friendships

1. Attitude
2. Habit
3. Environment
4. Personality
5. Heredity
6. Popularity
7. Clique
8. Peer
9. Maturity
10. Self-image

2. Name two factors that influence personality development. (2 points)

a. Environment

b. Heredity

3. Select from the list below desirable personality characteristics. Place an "X" in front of the appropriate blanks. (24 points)

__X__ a. Courtesy

_____ b. Laziness

__X__ c. Foresight

_____ d. Apathy

__X__ e. Punctuality

_____ f. Nervousness

_____ g. Snobbishness

__X__ h. Desire to succeed

__X__ i. Open-mindedness

_____ j. Irresponsibility

__X__ k. Self-control

__X__ l. Sense of humor

4. Name the three sides of self. (3 points)

a. Person you think you are

b. Person others think you are

c. Person you are

5. Arrange in order the steps to improve personality. Place a "1" in front of the first step, a "2" in front of the second step, and so on. (10 points)

__4__ a. Check progress

__1__ b. Find out and admit shortcomings

__3__ c. Develop a plan for improvement

__5__ d. Begin working on another trait or habit when you "feel" that improvement is permanent

__2__ e. Decide on one habit or trait for improvement

6. State the basic rule for good peer relations. (2 points)

You must like yourself before you can like others . . . or expect others to like you

7. Select from the list below ways to improve peer relations. Place an "X" in the appropriate blanks. (12 points)

_____ a. Give flattering compliments

__X__ b. Show genuine interest in others

__X__ c. Make the other person feel important

_____ d. Argue ONLY when you are right

_____ e. Make sure others admit their mistakes

__X__ f. Smile

8. Select from the list below guidelines for personal standards and popularity. Place an "X" in the appropriate blanks. (8 points)

    _____ a. High morals decrease your chances to be popular

    _____ b. Popularity is based mostly on your personal appearance

    __X__ c. Personal standards can be maintained tactfully

    __X__ d. Situations that put pressure upon one's standards should be avoided

9. Select from the list below factors which influence the time to begin dating. Place an "X" in the appropriate blanks. (10 points)

    __X__ a. Family

    _____ b. Teachers

    __X__ c. Community

    __X__ d. Personal maturity

    _____ e. Friends' maturity

10. Select from the list below characteristics of friendship by placing an "X" in the appropriate blanks. (14 points)

    __X__ a. Shared experiences increase the quality of friendship

    _____ b. Friends contribute to a feeling of insecurity

    __X__ c. Friends may be of both sexes and of all ages

    __X__ d. One's behavior and activities are influenced by friends

    _____ e. Friendships with the opposite sex occur after dating begins

    __X__ f. Friends support each other in both absence and presence

    _____ g. Friendship can be bought

11. Distinguish between inherited and acquired personality characteristics. (10 points)

12. Write personal descriptive words. (10 points)

13. Evaluate personality characteristics. (15 points)

14. Determine personal maturity. (5 points)

15. Write an obituary. (20 points)

16. Make a self-improvement plan. (35 points)

(NOTE: Activities 11-16 should be evaluated to the satisfaction of the instructor.)